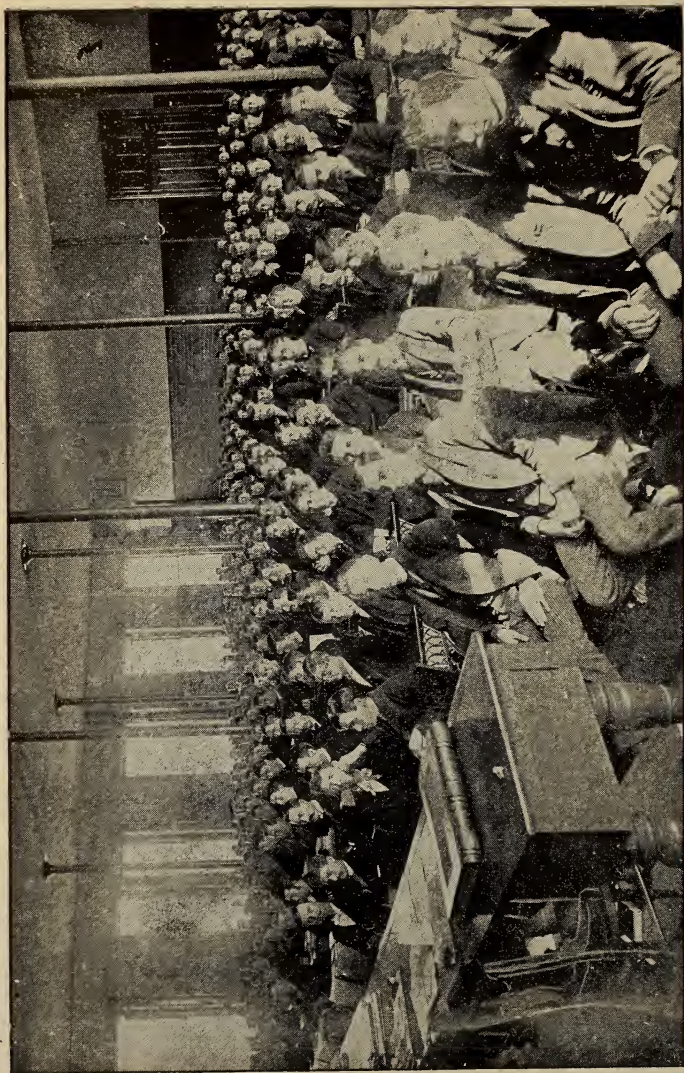


1894-5

37TH
ANNUAL CATALOGUE
AND COURSE OF STUDY
OF
THE ILLINOIS
State Normal University
NORMAL, ILLINOIS.

FOR THE
Academic Year Ending June 20,

1895.



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OF THE

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Illinois State Normal University.

Early History.

THE Illinois State Normal University was established by act of the Legislature in 1857. The statute providing for its location directed the governing board to solicit bids from competing points. Four cities were especially interested in securing it. Bloomington, McLean county, having offered the most favorable inducements, was selected as the location of the school. In October, 1857, the school began its sessions in rented rooms in the city of Bloomington. In September, 1860, it was removed to what was then known as North Bloomington, where a commodious building had been erected for its accommodation. The suburb of North Bloomington subsequently became a separate town under the name of Normal. It has a population of about 4,000. It is a very desirable place of residence, having those qualities which are especially characteristic of school towns. The original charter provided that intoxicating liquors could never be sold within the limits of the town. There are no places of amusement, nor resorts that are in any respect objectionable. Electric cars connect Normal with Bloomington.

Material Equipment.

THE Normal School is comfortably housed in two buildings. The older contains three stories and a basement. It is about 100 by 160 feet. It is built of brick and cost originally about \$120,000. The basement contains dressing rooms for gentlemen, the chemical laboratory, a room used for clay work, another used for gymnastic exercises, and several store-rooms. On the first floor are the reading room and library, dressing rooms for ladies, office, a spacious room for drawing classes, and the assembly room and class rooms of the High School Department. On the second floor are the normal assembly room, with a seating capacity of 376, and eight class rooms each about 30x32. On the third floor are the museum, physical laboratory, office of the teacher of natural sciences, a large assembly hall, and the halls of the two literary societies.

The Training School building is a substantial brick structure of two stories and a basement. The basement contains play rooms and dry closets. On the first floor there are five school rooms, each having a seating capacity of forty pupils. There is, beside, a smaller room that is used for recitation

purposes. On the second floor there is a room for the grammar grade, with a seating capacity of 150. In addition to this there are eight recitation rooms, each of which is sufficiently large to accommodate a class of twenty-five. The peculiar construction of this part of the building is to be accounted for by the fact that it became necessary to secure as many class rooms as possible in order to furnish opportunities to a large number of pupil teachers to engage in the practice work.

The two buildings are heated from a commodious boiler house, which is equipped with three large boilers.

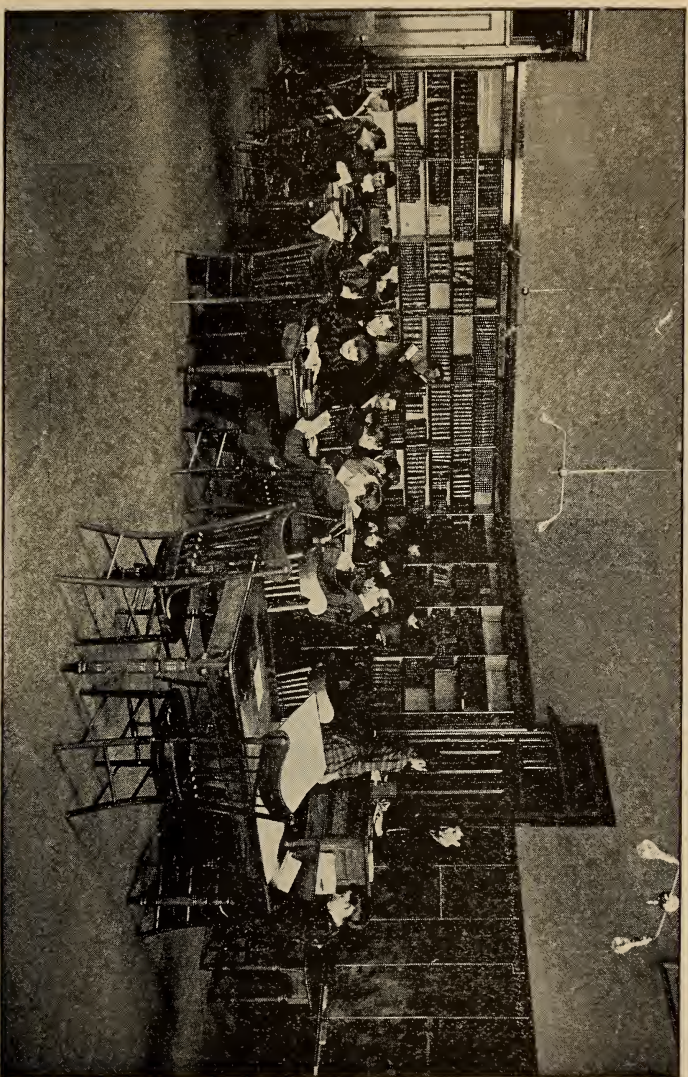
The chemical laboratory is well adapted to the needs of the school. The physical laboratory is well equipped with apparatus. The museum contains a large collection of specimens. The science department is furnished with an excellent lantern, and is also supplied with a steam pump for the compression of gases.

There is a valuable reference library of over 9,000 bound volumes and 2,000 pamphlets. These books have been carefully selected, and there are scarcely any useless volumes in the collection, while new and desirable additions are being constantly made.

Students are allowed the free use of the reading-room, and may draw out books without charge. The department is open seven hours and a half of every school day, and the librarian and an assistant are always in attendance. The privilege of access to the shelves has been established and the librarian gives instruction on the use of the library, in a set of informal talks. It is the aim of teachers and librarian to help the students to cultivate a familiarity with good literature and with the use of books, and to give them the best possible assistance in doing their reference work.

There are four excellent literary societies connected with the school.

The campus contains fifty-six acres and affords abundant room for tennis and other out-door exercise, when the weather will permit.



A Corner in the Library.

The Organization of the School.

THE institution known as the Normal School contains three departments: First, the Normal Department; second, the Practice Department; third, the High School Department.

No person is admitted to the Normal Department who does not sign a declaration of his intentions to teach. Applicants must be 16 years of age if females, and 17 if males. No charge is made for tuition except to persons attending from other states, who do not expect to teach in Illinois. The membership of this department is usually about 500. Eighty-eight counties have been represented this year. Eleven teachers are employed in this department.

The Practice Department is a necessary adjunct of the Normal Department. It consists of a school of eight grades, five of which are below the grammar grade. The aggregate attendance of the Training School is usually about 300. Nine persons are employed in connection with this school. Four of these devote their time to directing the practice work of the Normal pupils; a fifth is principal of the Grammar Department. The others act as principals of the primary and intermediate rooms. No charge is made for pupils in the primary grades. The pupils in the intermediate department pay \$15 a year, and those in the grammar grades \$25.

The High School gives to pupils a business education, or an excellent preparation for college. It has, consequently, two courses of study, a General Course and a Classical Course, each of which is four years. In this department, three teachers are employed. A tuition fee of \$39 a year is charged. By the conditions of the law it must be self-supporting. The attendance is about 160. It has not only proved self-supporting, but has, for many years, returned a very considerable net income.

This department furnishes a model high school for the observation of those preparing to teach in secondary schools.

Methods of Admission to the Normal School.

All applicants for admission are required:

1. To be, if males, not less than 17, and if females, not less than 16 years of age;
2. To produce a certificate of good moral character, signed by some responsible person;
3. To sign a declaration of their intentions to devote themselves to school teaching in this State, as follows:

"I hereby solemnly declare, that my purpose in attending the Normal University is to fit myself for teaching in the schools of Illinois, and that I will carry out this pledge in good faith; and I do further pledge myself to report to the President of the University, semi-annually, where I am and what I am doing, for three years after graduating at said institution."

Tuition is free.

The following evidences of scholarship will admit applicants to the school.

1. First-grade certificates.
2. High school or college diplomas.
3. Certificates of attendance at other State Normal Schools or to the University of Illinois.
4. Appointments from County Superintendents.
5. A satisfactory examination by the faculty.

An appointment may be secured from the County Superintendent by successfully passing an examination about equivalent to that required for a second-grade certificate.

Each County in the State is entitled to appoint two pupils, and each representative district is entitled to appoint, in addition, as many pupils as there are members in the General Assembly from that district. Single counties constituting a senatorial district are, therefore, entitled to six pupils; senatorial districts comprising two counties, to eight pupils; those comprising three, to ten pupils, and so following. In districts composed of two or more counties, Superintendents desiring to appoint more than two candidates should confer with the other Superintendents in the district for an allotment of the appointments.

If applicants have none of the papers mentioned they are examined in Reading, Arithmetic, Geography, English Grammar, United States History, and Orthography. If found competent they will be admitted to all of the privileges of the institution.

There are three courses of study:

- a. The regular English course of three years.
- b. The classical course of four years.
- c. The two years' course for graduates of accredited High Schools.

Pupils are expected to take the regular work of the school. Exception is sometimes made, but each case is passed upon individually. College graduates will receive special privileges in the choice of studies.

Anyone desiring to complete the course in less than the usual time will be offered examinations in any of the studies. A residence of at least one year is required for graduation. Pupils are not permitted to select studies at pleasure unless they possess special qualifications.

Any teacher in the State is welcome to come here at any time, to remain as long as he pleases, to visit any of the classes and laboratories, and to observe any of our work—all without enrollment or responsibility. If he is enrolled as a student, he is expected to follow our regular Course of Study, provided always that he will be excused from pursuing any study further, after attaining a standing of 85 *per cent* on a rigid examination in the same. Occasionally an experienced teacher, by special arrangement, is allowed to select studies to a certain extent, but every such case is decided on its individual merits; we have no general rule to this effect.

Those desiring to work exclusively in our Practice Department will be afforded abundant opportunity to do so if found prepared.

No person will be entitled to graduate who does not make the required standing in each study of the course—either by work in the class-room, or by examination, as described above. Any person is entitled to our diploma who shall have completed our required Course of Study, without regard to the time he may have spent here; provided, that his residence shall not be less than one year, and that his deportment and character shall be satisfactory to the Faculty.

We transfer to our books no marks of standing from other institutions, but work done in other State Normal Schools will be accepted in lieu of work required here.

New students are received at the beginning of every term. It is important that they should be present on the *first* day of the term, as the regular recitations invariably begin on the *second* day. Failure to be present on the first day does not debar one from the privilege of joining the school; but every day of delay in entering greatly increases the difficulties of the beginner's work.

Expenses.

The following estimate of necessary expenses is approximately correct:

NORMAL DEPARTMENT.

| | |
|---------------------------|----------------|
| Tuition | Free |
| Board, 39 weeks | \$110 to \$156 |
| Washing..... | 15 to 25 |
| Books and stationery..... | 10 to 15 |
| Total | \$135 to \$196 |

Good rooms and excellent boarding places are abundant. Arrangements can be made after arriving here better than by letter.

Students are advised to bring with them such books as they may have, but not to purchase others until they arrive at the University. Students arriving on the I. C. and C. & A. railroads should come to Normal station; those arriving by other roads can reach Normal from Bloomington by street-cars. In no case is the hiring of a carriage necessary.

General Statements.

Thorough discipline is enforced in every department.

A certificate is granted for the successful completion of one year's work, and another for that of two years.

New students will receive a hearty welcome to the Young Men's and Young Women's Christian Association of Normal. These organizations are vigorous and active, and seek earnestly to promote the spiritual welfare of the students.

The Museum and the room for microscopic work are in the University building, and to these the students of the University have access under certain restrictions.

We hold no term in July or August.

The institute for teachers begins with the ninth week of the spring term and continues through the eleventh. Send for circular.

There is no boarding house connected with the institution.

The Three-Years Course.

FIRST YEAR.

FIRST TERM.

Reading.....18 hours per month
 Geography.....18 hours per month
 English Grammar..18 hours per month
 Arithmetic.....18 hours per month
 Elements of Pedagogy.....
8 hours per month
 Drawing.....8 hours per month
 Orthography.....10 minutes each day

SECOND TERM.

Reading.....18 hours per month
 Arithmetic.....18 hours per month
 Geography.....18 hours per month
 Pedagogy.....18 hours per month
 Drawing.....8 hours per month
 Penmanship.....8 hours per month
 Orthography.....10 minutes each day

THIRD TERM.

History of the United States.....
18 hours per month
 English Grammar..18 hours per month
 Algebra.....18 hours per month
 Pedagogy.....18 hours per month
 Drawing.....8 hours per month
 Vocal Music.....8 hours per month
 Orthography... 10 minutes each day

Pupils are permitted to add Latin, Greek and German to the above without charge. All such recitations are held in the High School Department. If these studies are taken the course is correspondingly lengthened.

SECOND YEAR.

FIRST TERM.

Algebra.....18 hours per month
 Elementary Psychology.....
18 hours per month
 Civil Government..18 hours per month
 Zoology.....18 hours per month
 Drawing.....8 hours per month

SECOND TERM.

Rhetoric.....18 hours per month
 Geometry.....18 hours per month
 Ancient History...18 hours per month
 Physiology... ..18 hours per month
 Practice Teaching in Model School
20 hours per month
 Drawing.....8 hours per month

THIRD TERM.

Botany.....18 hours per month
 Physical Geography.....
18 hours per month
 Criticism.....18 hours per month
 Geometry.....18 hours per month
 Practice Teaching in Model School
20 hours per month
 Drawing.....8 hours per month

THIRD YEAR.

FIRST TERM.

Advanced Psychology.....
20 hours per month
 Physics.....20 hours per month
 English Literature 20 hours per month
 Mediaeval History 20 hours per month
 Illustrative Teaching and Methods
12 hours per month

SECOND TERM.

Advanced Psychology.....
20 hours per month
 Shakespeare and Themes.....
20 hours per month
 Physics.....20 hours per month
 Illustrative Teaching and Methods
12 hours per month
 Practice Teaching in Model School
20 hours per month

THIRD TERM.

Philosophy of Education.....
20 hours per month
 Book'ping, 8 weeks...20 hrs. per mo.
 School Laws, 3 weeks.....
20 hours per month
 Chemistry.....20 hours per month
 Illustrative Teaching and Methods
12 hours per month
 Practice Teaching in Model School
20 hours per month

The Two-Years Course.

Graduates of approved high schools, or persons possessing equivalent qualifications, will be admitted to the following course:

FIRST YEAR.

FIRST TERM.

Reading, 18 hours per month.
 Arithmetic, 18 hours per month.
 Elementary Psychology, 18 hours per month.
 Zoology, 18 hours per month.
 Elements of Pedagogy, 8 hours per month.
 Drawing, 8 hours per month.

SECOND TERM.

Pedagogy, 18 hours per month.
 English Grammar, 18 hours per month.
 Geography, 18 hours per month.
 Ancient History, 18 hours per month.
 Drawing, 8 hours per month.
 Practice Teaching, 20 hours per month.

THIRD TERM.

Pedagogy, 18 hours per month.
 English Literature, 18 hours per month.
 Algebra, 18 hours per month.
 Botany, 18 hours per month.
 Practicing Teaching, 20 hours per month.
 Drawing, 8 hours per month.
 Vocal Music, 8 hours per month.

SECOND YEAR.

FIRST TERM.

Advanced Psychology, 20 hours per month.
 Illustrative Teaching, 12 hours per month.
 English Literature, 20 hours per month.
 Civil Government, 18 hours per month.
 Physics, 20 hours per month.

SECOND TERM.

Advanced Psychology, 20 hours per month.
 Illustrative Teaching, 12 hours per month.
 Practice Teaching, 20 hours per month.
 Shakespeare and Themes, 20 hours per month.
 Geometry, 18 hours per month.

THIRD TERM.

Philosophy of Education, 20 hours per month.
 Illustrative Teaching, 12 hours per month.
 Practice Teaching, 20 hours per month.
 Physical Geography, 18 hours per month.
 Book-keeping and School Law, 20 hours per month.

The two-years pupils recite with the three-years pupils. The explanation of the course of study, consequently, applies to both courses.

Analysis of Course of Study.

READING.—First Year, First Term.

The Work — Webster's Phonetic Chart.

1. A thorough mastery of the forty-four elementary sounds and the phonetic values of the various diacritical markings in words and syllables.

2. Rapid oral practice upon lists of selected syllables.

The purpose of the above drill is to enable the students to recognize instantly the values of diacritical markings.

3. Twenty principles of pronunciation are learned and their application observed in the oral phonic analysis of about seven hundred words, selected from the vocabulary of ordinary conversation.

4. Daily practice in oral reading. Selections: (*a*) Which arouse the pupil mentally and physically, thus cultivating an animated rendering; (*b*) which stimulate the emotional nature, and create a desire to make thought effective, thus stimulating to a clear and distinct presentation of the thought, and an attractive and unconscious bearing; (*c*) which require sudden transitions from one emotional state to another, thus cultivating flexibility and naturalness of expression.

5. Practice in reading second and third grade matter receives some attention. In this work students are required to illustrate various methods of leading the reader to the correct expression, without employing the principle of imitation.

READING.—First Year, Second Term.

Two plays of Shakespeare form the text of the term's work. The following plays are used: Macbeth, Julius Caesar, Henry VIII, Merchant of Venice, As You Like It, Twelfth Night, Henry IV. Part I.—In this work special stress is laid upon the natural but expressive and forcible rendering of the thought. All of the time that can be spared from the thought analysis is devoted to practice and drill in oral reading. In the thought study some collateral reading is required on each play. At least one commentary is read, and, if the play is historical, the history to which the play relates is read. From one to two hundred lines in each play are memorized. The methods of teaching reading in the lower grades are discussed in a series of lessons upon that subject.

ARITHMETIC.—First Year, First Term.

Topics.

I. *Oral Analysis of Problems from Stoddard's Intellectual Arithmetic*, four weeks.—The special purpose of this work is to secure precision of thought and expression. Attention is called to the nature of arithmetical reasoning, the use of the syllogism and enthymeme. The language of the analysis must be derived from the operations with objects.

II. *Primary Arithmetic*, four weeks.—(a) Purpose.—To outline a course in number for the first four years, and develop and illustrate the principles and methods of instruction. (b) Topics: 1. The logical order of number knowledge. 2. The use of counters, cards, and other aids in teaching number facts to 10, in developing the decimal system, in teaching the fundamental operations in written arithmetic. 3. Oral language: Forms of description and analysis appropriate to the several stages. 4. Forms of written work. 5. Number stories and drill exercises. The proper use of a primary text-book.

III. *Factoring, Fractions, etc.*, seven weeks.—(a) Purpose.—1. To organize the student's knowledge of Arithmetic by deriving all number-relations and processes from the simple idea of addition, and the grouping of numbers in the decimal system. 2. To suggest methods and devices for teaching the several topics (b) Method. Fundamental principle—every process in Arithmetic should be learned as a rational process; *i. e.*, an operation with numbers of things. From concrete examples, there should be a conscious generalization of the process in the form of a rule; finally, long-continued drill until the process with the mere symbols becomes mechanical. Accordingly what can be done with integers is first learned from splints, grouped into bundles in accordance with the laws of the decimal system. Fractions are investigated by folding and cutting paper circles and paper squares. The oral description and written representation of the operations thus discovered are succeeding stages. (c) Topics. 1. Notation—Laws of the decimal system and the Arabic notation; comparison with systems of different radix. 2. Fundamental rules—contracted methods. 3. Factoring—principles of factoring; demonstration of tests of divisibility; greatest common factor; least common multiple. 4. Cancellation and straight-line analysis. 5. Fractions—the fractional unit; the functions of the denominator; illustration and demonstration of the six principles upon which the various operations depend. Ordinary text-book topics in fractions. In these the central thought is that operations with fractions are fundamentally the same as operations with integers, the only difference arising from the different way of representing the unit. 6. Decimal Fractions—the peculiar notation; reading and writing pure and complex decimals; reduction of common fractions to decimals; repetends and their simpler laws; effects of moving the decimal point; limits of accuracy in multiplication and division. Oughtred's Contracted Methods.

First Year, Second Term.

Topics.

I. *Weights and Measures*, three weeks.—Purpose.—1. To interest the student in the derivation and meaning of our standards, the history of the calendar and kindred topics. 2. To inform the student in regard to the conditions that obtain in problems in carpeting, papering, plastering, land and

lumber measure, fencing, the measurement of bins, tanks, and cisterns, and other practical problems. Topics: 1. Tables of length, weight, value, etc. 2. The various problems in *reduction* of compound numbers. 3. Addition, subtraction, etc. 4. The interval between two dates. 5. Changing from one system to another. 6. The metric system. 7. Longitude and Time: Construction of comparison table, local and standard time, the international date line.

II. *Square and Cube Root*, two weeks.—Process is derived from the geometrical applications; *i. e.*, finding the side of square, or edge of cube, whose area, or volume, is known.

III. *Mensuration*, two weeks.—Rules of Mensuration are derived from some sort of analysis of the forms measured; thus the ratio of the circumference of a circle to its diameter is approximated by measuring carefully several cylindrical bodies and averaging quotients obtained by dividing each circumference by its diameter. The various plane figures and solids are treated in the following order: Rectangle, rhomboid, triangle, trapezoid, circle, ring; rectangular prism, cylinder, triangular pyramid, cone, sphere, shell, frustum.

IV. *Percentage*, five weeks. Method.—The same forms of analysis are used as in common fractions. The three fundamental cases are carefully studied, and their applications shown in Profit and Loss, Commission, Stocks, Insurance, Taxes, Interest, Discount and Exchange. In these applications, emphasis is laid on the nature of the business, to which percentage is applied. The number-work becomes subordinate.

ALGEBRA.—First Year, Third Term.

I. *Algebraic Notation—Fundamental operations*.—Especial attention is given to the reading of algebraic expressions, the discussion of definitions, positive and negative numbers, and the derivation of the laws of the fundamental operations. Processes and principles are arrived at by deduction from definitions, rather than by generalization from particular instances.

II. *Factoring and Fractions*.—These subjects are treated with more thoroughness than in any of our elementary text-books. The method applicable to each class of problems in factoring, is formulated in a rule, describing the case and the mode of discovering the factors.

III. *Simple and Fractional Equations—Problems*.—The significance of the several transformations of equations. How to state a problem.

Second Year, First Term.

Comparison of the various modes of Elimination. Involution and Evolution. Development of the theory of exponents, Quadratic equations. Especial attention is given to the language of Algebra. Reading of Algebraic expressions in unambiguous phrases; accuracy in describing and relating algebraic processes and in stating principles established. Rigorous demonstrations are combined with the inductive method.

GEOMETRY.—Second Year; Second Term, Third Term.

The course extends over two terms of twelve weeks each, and includes the ordinary High School course in plane, solid, and spherical Geometry. Wells's Geometry is the text. About one-third of the time is devoted to original exercises. Special attention is directed to the mechanism of deductive reasoning, the earlier demonstrations being developed in complete syllogisms. The several stages of a demonstration are seen and strict conformity to the type required. Review exercises include classifications of the established truths of the science and schemes for tracing proofs to the original definitions and axioms upon which they rest. Forms of geometrical notation are discussed and considerable practice is given in brief forms of written work. Two main ends are kept in view: to equip the student with the forms of deductive reasoning, and to make the study a drill in precise thinking and accurate, perspicuous expression.

BOOK-KEEPING.—Third Year, Third Term. Six weeks.

The course includes six typical sets in Single and Double entry, with a few leading topics in Business Arithmetic and Commercial Law.

SCHOOL LAW.—Third Year, Third Term. Five weeks.

The text used is Bateman's Decisions. The course is especially to instruct in the legal duties and powers of teachers as defined in statutes and judicial decisions. Other topics discussed are, History of Public Education in Illinois, The School Funds, The Various Units of School Administration, School Officers, Their Powers and Duties.

GEOGRAPHY.—First Year, First Term. Introduction.

What Geography is. Is it a science? What is a science? What Geography is based on. The contents of Geography. The "cement" which holds the Geographical concepts in their proper place. Why Geography should be taught. 1. For the mental discipline that may be obtained from it: its value in cultivating the perceptive powers, the memory, the representative and reflective powers. 2. Geography should be taught for the knowledge it contains. 3. As a basis for the study of other subjects. 4. For its value in connection with commerce. 5. For its refining influence.

Geography can be taught scientifically; the topics can be so arranged as to show the relation of cause and effect. The analytic and synthetic methods of teaching with the advantages and disadvantages of each. Geography is a study of the earth, of forms of land and water, &c., and not of symbols simply. The proper use of maps, pictures, sand-modeling, &c., in teaching Geography. The making of correct mental pictures lies at the base of all true study of Geography. The pictures of remote regions must be made from Geographical concepts acquired in the home neighborhood; hence the importance of home geography.

Topics in preparing for Geography. Since the making of correct mental pictures lies at the base of all true study of Geography, it follows that the ideas of Position, Direction, Distance, Surface, Form and Color should be among the first presented to the children, as they are essential in the making of pictures. Manner of presentation in each instance. Map representation, with the idea of scale; purposes of map representation; map of school-room floor; map of the school yard and vicinity. Study of the land and water forms in the home neighborhood. Slopes, Divides, or Watersheds; Lines of union of slopes, or valleys. Study of the home stream; situation with reference to slopes; dependence of streams upon slopes; study of source, banks, bed, mouth, tributaries. Pond, lake. Oral descriptions of large streams and lakes visited by the teacher. Sand modeling, purpose, advantage. Climate: why summer is warmer than winter. The atmosphere; effect of heat and cold on the atmosphere. Evaporation. Condensation: rain, hail, snow, frost, dew, fog. Circulation of the water: History from leaving the ocean until its return; show how it benefits man. Study of vegetation of home neighborhood; why? Kinds, uses. Study of animals of home neighborhood; why? Kinds, habits, how beneficial to man. Minerals; kinds, uses, mines, miners. Races of men; white, black, yellow, brown; homes of different races, customs, manners, occupations, education, religion, government. Home town: Shape, size, surface, drainage, climate, crops, animals, manufactures, railroads, notions of commerce, exports and imports; causal relations dwelt upon. Home county as above: county seat, notions of government, in the home, in the school, in the community, in the county. Home state as above: Capital, shape, surface, principal rivers, direction of rivers determined by surface, principal crops, principal varieties of trees, uses; animals, benefits to man. Principal cities, with reason for the selection made; why the principal cities are so located; principal manufactures in those cities; commerce showing chief exports and imports.

INTERMEDIATE GRADE. How to *teach* shape of the earth; motions of the earth with their consequences. Importance of their being able to read a map right; Geography is a study of things; forms on the map are symbols, and stand for things; the things themselves should be studied as far as possible; relation of the symbol to the thing. Value of pictures in teaching geography; teacher should make collection of geographical pictures; where such pictures can be obtained. Use of the stereoscope in teaching geography. To distinguish between land and water as represented on a map. Study of the hemispheres, noting differences and resemblances, and giving reason for names. Study of the continents; number; comparative size; differences and resemblances; main purpose, to fix in the mind a picture of their forms and relative positions. Study of principal bodies of water, oceans, seas, gulfs, etc. noting their forms, and positions relative to the continents and to each other. Plan for the study of a continent, fitted to home continent. Purpose of

plan, to show sequence of topics in scientific teaching of Geography; the sequence should show the relation of cause and effect; the following sequence suggested: Position, comparative size, shape, outline, surface, drainage, climate, vegetation, animals, man and his occupations, minerals, political divisions, cities, railroads, etc. Elementary Physical Geography should always come first in the study of the continent, country, state, etc., as it is the more concrete, and consequently the more interesting; the Political Geography should come later, as it is more abstract, and is largely determined by the Physical Geography. Study of the United States; follow plan for study of a continent Sand modeling; Model different forms of land and water; advantages of sand modeling; abuses. Review work on home state. Study of other states and territories: Follow the natural features, such as watersheds, river basins, etc., as far as possible, forming mental pictures, and representing these pictures in maps with crayon or pencil, and in the sand. Free use of chalk and sand. Relation of Geography to Botany, Zoology, etc.

Intelligent study of History based largely on Geography. Geography and Literature. Study of chief cities, determining reason for their location, principal industries, and prosperity. Study of the principal railroads, showing their importance, reason for their location, their influence on the country through which they pass; influence of the country upon railroads. Review government of home State; Study government of the United States, briefly. Study productions, manufactures, commerce, minerals. Difference of chief crops, minerals, manufactures, etc., of different sections, with reasons for difference, as far as possible.

GRAMMAR GRADES.—Astronomical Geography. First Year, Second Term.

Definition of terms. Shape of the earth: Proofs of its rotundity; proofs of its oblateness.

Motions of the earth and their consequences: Rotation on axis; day and night; axis; poles; equator; parallels; meridians; latitude; longitude; zenith; nadir; vertical line of observer; horizon: Revolution around the sun; earth's orbit; plane of earth's orbit.

Declination of earth's axis: Relation of declination of axis to position of the topics, polar circles, and width of zones: Relation to circle of light, diurnal circle, change of seasons, and to difference in length of days. Tests. Study of South America. Position, size, shape, contour, relief, drainage, climate; effect of altitude upon climate; principal trees, plants, crops; principal animals (wild and domestic); inhabitants, with brief treatment of their origin, customs, homes, governments, etc. Sketch principal river systems. Study the different countries, with their capitals and a few other leading cities. What render the cities important. What the continent produces for exportation. What it imports. Relation of production and commerce to climate.

Great Britan and Ireland. Close relation of the United States and Great Britain. Importance of the kingdom; small in area, but great in power and wealth. Outline; surface; principal rivers; climate; crops; manufactures; commerce. Principal cities, noted for manufactures; for commerce; as educational centers; centers of historical interest; connected with famous literary works. Reasons for more manufactures in some localities than others. Tracing cause and effect as far as possible. Sketch-maps of important localities.

Continental Europe. Position; ragged outline; importance of study of outline, or contour; benefits arising from irregular coastline; surface; influence of surface upon climate, crops, and manufactures; drainage; influence of surface upon drainage; principal river systems sketched; climate; crops; dependence of crops upon climate. Study of different countries; comparative importance of each; in what respects important; productions, such as minerals, crops, domestic animals, and manufactures. Principal cities; for what noted, manufactures, commerce, schools, and historical events. Governments, customs, homes, etc.

Asia. Outline; relief; backbone of Asia-Europe; drainage (principal rivers only); climate, effect of great plateaus and high mountain barriers upon climate and vegetation, and consequently upon civilization; great forests; great deserts; great plains. Study different countries, briefly; their principal productions; commercial importance; leading cities, principal exports, imports. The people; their government; religion; homes; customs; food; education, etc. Make sketch-maps.

Africa and Oceanica. Studied after the same general plan as Asia, but more briefly, excepting Australia, which, because of its importance, is studied somewhat carefully.

Much map-sketching and sand-modeling throughout the entire course, and constant effort to get pupils to think of forms of real land and water, instead of being satisfied with thinking of symbols, simply.

PHIYSCAL GEOGRAPHY—Second Year; Third Term.

What Geography should mean: Comparative Physical Geography; Physical life of the globe; nature of this life; how it differs from organic life.

Anatomy of the globe; importance of forms of contour and relief, and of relative position; importance shown by giving illustrations indicating their influence upon climate, vegetation, animal life and industries, and upon civilization, in general. Analogies of the general forms of the continents: Guyot's seven laws of relief; value of the laws. Distribution of the plains, plateaus, and mountains in the different continents. Volcanoes; their cause; position; linear arrangement. Theory of earthquakes; history and description of a few of the principal ones. Contour and depths of the oceans,

Physiology of the continental forms: Law of the development of life; this law in accord with Laplace's theory of the development of the earth; also with the evolution of human society. Three epochs of development, the insular, the maritime, and the continental; the formula of development the same for each continent, the entire globe, and for vegetable and animal life. A few lessons on elementary geology; formation of coal; glacial epochs; etc.

Three grand contrasts: Contrast of continental and sea climates. Reasons for difference; results of difference as revealed in the animal and vegetable kingdoms. The atmosphere; composition; weight; the mediator between the continents and the oceans; the bond of society; general theory of the winds; the trade winds; monsoons; hurricanes; cyclones; etc. Transportation of the waters from the oceans to the interior of the continents, and their return to the oceans; the winds, the water carriers, influence of mountains on distribution of rains; on position of deserts; fertile plains; etc. The tides; cause; benefits Ocean currents; cause; effect on climate; etc.

Contrast of the Old World and the New: Description of each; one the complement of the other; good results of a union of the two.

Contrast of the three continents of the North and the three of the South: Consequences of the proximity of the northern continents, as seen in the vegetation and animals; consequences of the isolation of the southern continents.

Increase of life from the poles to the equator; man an exception; law of the distribution of the human races; geographical center of mankind; advantage of the temperate climate for the improvement of man. The continents of the north the theater of history; conflict between the regions north and south of the line of highest elevation in Asia-Europe; result of the conflict as shown by history.

Contrast of the East and West; different forms of civilization largely due to geographical environments. The geographical march of history; close relation between this march and the geographical features of the globe. Numerous illustrations.

UNITED STATES HISTORY.—First Year, Third Term.

Professional.—Attention called to the material to be used, and to the manner of presenting it to pupils of the lower grades.

Primary Grades.—Material. 1. Fairy Tales.

2. Bible stories.—(a) Characters of whose childhood and youth most is known: Joseph; Moses; Samuel; David; Jesus; etc. (b) Abraham; Jacob; Daniel; Paul; etc.

3. Stories of adventure.—1. Those that occurred near home; (a) experience of hunters; fishermen; travelers. (b) Dangers from floods; deep snows; high winds; prairie fires; etc. 2 Those that occurred remote from home. On the railroads; in stages; on steamboats; etc.

4. Stories about Indians—Their dress; homes; canoes; hunting expeditions; war expeditions; cruelty to prisoners; sports of the children; etc.

5. Explanation of national holidays—Fourth of July; Decoration day; Thanksgiving Day; Washington's birthday.

6. Biographies.—Washington; Columbus; Lincoln; Grant; Sherman; Sheridan; etc.

Method of Presentation.—1. At first, the teacher must tell the stories. The children must not be expected to repeat them. 2. Later on, the teacher may read some of the stories, although it is better to tell them, and the children should be expected to reproduce them in their own language; orally at first, later in writing. The stories can be made the texts for the work in language.

Purpose of the work.—1. To awaken a historical spirit. 2. To cultivate the imagination, 3. To aid in character building.

Intermediate Grades.—Material. Biographies.

Discoveries.—Columbus; the Cabots; Americus Vespucci; Cartier; Hudson.

Explorers.—De Soto; Champlain; La Salle; John Smith; Lewis and Clarke; John C. Fremont.

Colonizers.—Raleigh; Roger Williams; Lord Baltimore; William Penn; Oglethorpe.

Pioneers and Indian Fighters.—Miles Standish; Daniel Boone; "Kit" Carson.

Statesmen.—Benjamin Franklin; Thomas Jefferson; Alexander Hamilton; Daniel Webster; Henry Clay; Abraham Lincoln.

Generals.—Washington; Greene; Scott; Grant; Sherman; Sheridan.

Naval Officers.—Isaac Hull; Decatur; Perry; Farragut.

Inventors.—Whitney; Fulton; Morse; McCormick; Howe; etc.

History of Typical Colonies.—Plymouth; New York; Rhode Island; Maryland; Pennsylvania; Georgia.

Social condition of the people at different periods.—Troubles with the Indians. Manner of living: Homes; clothing; customs; social usages.

Wars.—King Philip's War. French and Indian War: Ticonderoga; Quebec. Revolutionary War: Bunker Hill; Valley Forge; Yorktown. War of 1812: Lundy's Lane; New Orleans. Mexican War: Buena Vista; Cerro Gordo. The Civil War: Fort Sumter; Merrimac and Monitor; Malvern Hill; Gettysburg; Vicksburg; The Wilderness; Surrender of Lee.

Method.—A text-book may be used, but better results will be obtained without, if the teacher be prepared. The narrative form should be preserved throughout. There should be a vivid picturing of men and events. Pictures and brief historical poems will add much to the interest and value of the work.

Grammar Grades—Material: 1. A good text-book on the subject. 2. One or two histories of the United States, more extended than the text, for reference. 3. A few historical novels noted for the vividness and truthfulness of their descriptions. 4. Collection of poems founded on incidents in American history.

Method.—Frequent reference should be made to the work in the preceding grades. The narrative form should still be used. Attention should be given to the causes which led to important results. The virtues of the people should be pointed out. Their resistance to oppression, their sacrifices for the right, and their moderation in victory should be commended. Throughout the entire work, the patriotism of the fathers should be held up for the emulation of their sons, and the truth should be emphasized that there can be no true freedom where there is not a cheerful obedience to law.

Academic.—Condition of Europe at time of discovery of America. 1. Granada conquered by Ferdinand and Isabella. 2. The "War of the Roses," in England, closed shortly before by the battle of Bosworth. Eve of the Reformation. 4. Sad condition of the common people.

Claims of the Northmen considered.

Columbus—Youth; manhood; seeking for aid; aid obtained; the first voyage; land discovered; return to Spain; reception at Barcelona; effect of discovery on Europe; other voyages; results; old age; misfortunes; injustice; death.

Other Spanish discoverers and explorers.

English discoverers and explorers—The Cabots; Drake; John Smith, etc.

French discoverers and explorers—Verrazzani; Cartier; Champlain; La Salle; Marquette; The Jesuit Fathers.

Dutch discoverers.

Colonization—Spain in the south; England in the center; France in the north, south, and west.

Growth of the Colonies—English colonies surpass the others in wealth and numbers.

Troubles—Between English and Spanish colonies. Between English and French colonies. Nearly all of these troubles grow out of the troubles in Europe.

French and Indian War—Cause; principal events; results; training school for Revolutionary War.

Internal troubles of English colonies—Indians; religious troubles; local jealousies.

Life in the Colonies.—Religion; education; homes; dress; customs; industries; mode of travel; social usages; growth in wealth and population.

Revolutionary War.—Remote causes; immediate causes; principal events; principal actors; self-control of the people; respect for law.

"The Building of the Nation."—Articles of Confederation; their in-

sufficiency; danger of disintegration; making the Constitution; the Constitution contrasted with the Articles of Confederation.

Growth of the Nation.—The president; financial policy fixed; internal troubles; foreign policy fixed; troubles with France; troubles with Barbary States; troubles with England.

War of 1812.—Causes; principal events; results.

Admission of States.

Inventions.

Railroads.

Development of material resources.

Slavery.—Introduction; legislation affecting slavery.

Mexican War.—Cause; principal events; results; acquisition of territory; discovery of gold in California; results of the discovery.

The Civil War.—Causes; principal events; results; abolition of slavery; the "New South."

History of the Nation since the Civil War.—Admission of States; political parties; political policies; labor movements; progress in the arts and sciences; achievements in literature; study of political and domestic economy; general prosperity.

CIVIL GOVERNMENT—Second Year, First Term.

Man, a social being; society, the natural state in which to live; hence the necessity of government; right of society to govern its individual members; the object. Government in the family; in the school; its purpose, nature, and necessity.

Town government. Review System of United States land survey. Distinction between a town and a township; the Civil Town; character of its government; departments; officers constituting each department; manner of election; the Australian ballot system; term of office; duties; pay; Town Meeting; time; business; antiquity of township governments; origin and history of the New England Township. Pure democracy.

County Government. Departments; officers constituting each; manner of election; time; duties; the County Board; meetings; powers; Relation of the County to the State; origin of the County; history of the New England and Virginia County. Representative democracy.

State government. Historical sketch of Illinois; the Northwest Territory; Ordinance of 1787; influence on the history of the State; Illinois as a Territory; admission as a State; legal boundaries; three constitutions; government provided for by the constitution of 1870; relation of constitution to constitution of the United States. Legislative department; legal title; senatorial districts; advantage of two houses; members in each house; qualifications; pay; officers of each house; powers and privileges of members; duties and obligations; minority representative plan; advantages claimed. Executive department; consists of what officers; qualification of each; time and manner

of election; duties; term of office; pay; responsibility. Judicial department; consists of what courts; jurisdiction of each; original and appellate jurisdiction; judicial districts and circuits; judges of each; juries, grand and petit; duties. State Boards; duties; State Institutions; name; location; purpose; support and government. How taxes are levied for State, County, Town, and District purposes; equalization of taxes. Duties of the citizen to the State; duties of the State to the citizen.

Government of the United States. Thorough review of United States History as a basis for the work. Government of the colonies; relation of the colonies to each other and to England; the Revolutionary War; Declaration of Independence; Articles of Confederation; need of a stronger bond; steps leading to formation of constitution; advantages over the articles; opposition; ratification; origin of American political parties. Legislative department; compare with British parliament; how each house is constituted, qualifications, election, term, pay, privileges, and obligations of members; when Congress convenes; life of one Congress; number of sessions; manner of transacting business; committees; journals; etc.; power of Congress in regard to taxes; how the government is supported; purposes of tariff; history of the tariff legislation; commerce; naturalization; bankruptcy; money; financial doctrines; banking systems; postal matters; patents; copyright; piracy; war; armies; militia; Territories; immigration; the writ of *habeas corpus*; bills of attainder; *ex post facto* laws; a study of English history bearing on those facts; titles of nobility; prohibitions on the States; rights of the States; implied powers of Congress. Executive department; power vested in whom; ability to execute the laws; qualifications of the President; manner of nominating and electing the President; his term of office; pay; the Cabinet; responsibility; comparison with English and French cabinets; functions of the different departments; principal bureaus in each; civil service reform. Judicial department; consists of what courts; appointment of judges; tenure of office; comparison with State judiciary; advantages and disadvantages of each system; necessity of Federal courts; danger of clashing with State courts. Amendments; purpose; further safeguards around the rights of the individual; religious liberty; freedom of speech and of the press; right of petition; to bear arms; to be secure in person and papers; trial by jury; abolition of slavery; civil rights; impartiality in the elective franchise.

ANCIENT HISTORY—Second Year, Second Term.

What history is; what it treats of; Sources, "monuments, relics, and records;" aids to history—ethnology, archeology; philology. Divisions of history; history a continuous whole. Races of mankind; the historic race; its divisions. Geographical sketch of the ancient oriental nations; historical darkness in Northern Asia; twilight in Central Asia; sunlight in Western Asia.

Hindoostan. The Aryans; early home; migration; plains of the Indus and Ganges; conquest of non-Aryans; caste; purpose; effect; religion; sacred books; arts; sciences.

China. The Turanians; early home; migrations; conquests; Confucius; education; civil service; non-intercourse; effect on civilization; present condition; the Chinese in the United States.

Egypt. Geography; influence of the Nile; reason for rise of the Nile; brief histories of the dynasties; the pyramid builders; Shepherd kings; the Hebrews in Egypt; Seti; Rameses II; Necho; Conquest by the Persians; Greeks; the Ptolemies; Cleopatra; conquest by Rome; religion; tombs; Sphinxes; arts; sciences. Supplementary reading: Wilkinson's "Ancient Egyptians;" Eber's "Uarda," and Shakespeare's "Antony and Cleopatra."

Chaldaeaa. Description of Tigro-Euphrates basin; the Hamites; Semites; civilization; education; books and libraries; religion; arts; science. Supplementary reading: Bible history and the "Builders of Babel."

Assyria. Chaldaean Colony; growth; power; Sargon; Sennacherib; intercourse with the Hebrews; civilization; arts; sciences; Nineveh. Bible history; Byron's "Destruction of Sennacherib."

Babylonia. Overthrow of Assyrian power; Nebuchadnezzar; Destruction of Tyre; captivity of the Jews; Splendor, strength, and downfall of Babylon; Cyrus the Great; modern researches. Supplementary reading: Bible history; Rawlinson's "Six Great Monarchies of the Ancient Eastern World."

The Hebrews. Semites; importance in history; our indebtedness to them; their origin; Abraham; Jacob; Joseph; Moses; the Exodus; Judges; kings; captivity; destruction of Jerusalem by the Romans; present condition.

Phoenicia. Geography; government; Tyre and Sidon; colonizers; commerce; alphabet; diffusers of civilization.

Persia. Geography; Medes and Persians; Aryans; Astyages; Cyrus; Cambyses; Darius I.; revolt of the Asiatic Ionians; Marathon; Xerxes, &c; Alexander the Great; government; religion; art; sciences.

Greece. Geography, in full; influence of its geography on its history. People; legendary age, a shadowy period; the Heroes. Argonautic expedition; twelve labors of Hercules; Golden fleece; Trojan War; modern explorations of Schliemann. Religion: the twelve great deities; minor deities; character of gods; improvement on eastern gods; Elysian fields; oracles; sacred games; influence of games on civilization; Amphictyonic council; sacred wars. Government: kings; Oligarchies; Archons; Tyrants. Sparta. classes; Lycurgus; government; lands; money; occupations; institutions; education; Messenian wars; Tyrteus. Athens. Codrus; Draco; Solon; Public Assembly; expulsion of Tyrants; Clisthenes; ostracism. Wars with Persia; Marathon. (Read account of battle in Creasy's *Fifteen Decisive Battles*). Aristides; Themistocles; Thermopylae; value of Thermopylae to us; Athens destroyed; Salamis (Read Byron's poem: *The Isles of Greece*); Plataea;

treachery of Pausanius; memorials; trophies. Rebuilding the walls of Athens; jealousy of Sparta; Confederacy of Delos; effect on Athens; "Age of Pericles"; strength and weakness of Athens. Peloponnesian War; cause; character; principal events; pestilence in Athens; Peace of Nicias; Alcibiades; Sicily; defeat; close of the war; effect on Athens. Spartan supremacy; abuse of power; Theban Supremacy; Epaminondas; Leuctra; Mantinea. The Ten Thousand; Cyrus; Clearchus; Cunaxa; Xenophon; the retreat. Macedonian supremacy; character of Macedonians; Philip; efforts of Demosthenes; Chaeronea; Alexander; Wars in the North; Issus; Thebes; Invasion of Asia; Granicus; Tyre; Egypt; Alexandria; Arbela; Babylon, &c.; Bactria; India; down the Indus; desert of Gedrosia; Babylon; death; burial; influence of conquest; divisions of empire; history of each division. Arts and sciences. Architecture; sculpture; painting; poetry; great poets; great epic; compare with English and Italian epics; lyrics; compare with English lyrics; drama and great dramatists; compare with English drama; history and historians; oratory and orators; compare with Webster, Pitt, &c. Philosophy and philosophers; comparison of deductive and inductive reasoning; the Stoics; Epicureans; influence of Greek philosophy on modern thought. Mathematics; astronomy; geography; social life; education; position of women; theatrical entertainments; banquets; Symposia; slavery; homes; domestic economy. The Greeks, the schoolmasters of the world.

Rome. Geography of Italy; people; beginnings of Rome; legends; the kings; expulsion of the kings; efforts to regain power (Read Macaulay's "Horatius"). Religion; comparison with religion of the Greeks; Lares and Penates. Social classes; names of Romans. The Republic; officers; senate; first session of the Plebs; cause; results; Coriolanus (Read Shakespeare's "Coriolanus"); Cincinnatus; "The Cincinnatus of the West"; the Decemvirs; their work; misconduct (Read Macaulay's "Virginia"); overthrow; Military Tribunes; Censors; destruction of Rome by the Gauls; Rome rebuilt; death of Manlius; laws of Licinius Stolo; effect on Rome; Samnite wars; revolt of the Latin cities; war with Pyrrhus; cause; events; results; First Punic War; Rome and Carthage compared; cause of war; Sicily; Rome builds fleets; Regulus; close of War. Second Punic War; Hannibal; Spain; Saguntum; the Alps; Ticinus; Trebia; Trasimenus; Fabius the Delayer; the American Fabius; Cannae; Capua; Metaurus (Read account of battle in Creasey's "Fifteen Decisive Battles"); Zama; close of the war; results. Third Punic War; Cause; Masinissa; perfidy of Rome; defense of Carthage; destruction. War with Macedon; conquest of Greece; destruction of Corinth; compare with destruction of Carthage and Numantia. The Servile War; cause; results; public lands; the Gracchi; fate. Jugurthine war; bribery; Marius; Sulla. The Cimbri and Teutones; destruction of the barbarians. The Social War; cause; results. The Civil War; Mithridates; conflict between Marius and Sulla; flight of Marius; return; ferocity; death; re-

turn of Suila; prescriptions; death. Pompey the Great in Spain; the Gladiators; defeat; destruction; Verres in Sicily; conquest of Pirates by Pompey; Mithridates; description of Roman triumph; Catiline; Cicero. The First Triumvirate; Duumvirate; rivalry; Caesar in Gaul; Great Britain; the Rubicon; flight of Pompey; Pharsalus; death of Pompey; Caesar in Egypt; Pontus; Thapsus; death of Caesar; funeral oration; fate of the conspirators; Caesar as a Statesman; (Read Shakespeare's "Julius Caesar"). The Second Triumvirate; Antony and Cleopatra; Antony and Octavius; Actium; founding of the Empire; Augustus. Rome, the law giver of the world.

MEDIÆVAL HISTORY.—Third Year, First Term.

Rome under Augustus; boundaries of the empire; nature of the government; public buildings; education; literature; social conditions; the birth of Christ. Tiberius; the crucifixion of Christ. Nero; Vespasian; the taking of Jerusalem; Titus; the destruction of Herculaneum and Pompeii; Trajan; the Antonines; Diocletian; persecution of the Christians; Constantine the Great; Christianity favored; Constantinople; Julian the apostate.

The Goths; Theodosius; Alaric; Attila and the Huns; Genseric and the Vandals; fall of the western Roman Empire; influence of the fall upon the history of the world. Clovis and the Franks; other Teutonic tribes; conversion; monasticism; fusion of the Latin and Teutonic peoples; the three elements of Civilization.

Mohammed and the Saracens; Conquests, east, west, and north; contact with the eastern Roman Empire; conquest of Spain; invasion of France; battle of Tours; result. The Crusades; cause; history; results; influence on civilization. Charlemagne; dominion; purpose; achievements. The Northmen and their aggressions. Rise of the Papal power; mission of Rome; the great schism; the iconoclasts; feudalism; chivalry.

The Celts in Britain; the Romans; the Saxons; rivalry between the Celtic and the Roman church; the Heptarchy; the Danes; Alfred the Great; Dunstan; Edward the Confessor; the Norman Conquest; influence of the conquest upon the history of England; conflict of Kings and the Church; Thomas a Becket; conquest of Ireland; Magna Charta; first Parliament; wars with the French; wars with Scotland; War of the Roses; the Tudors; Henry VIII, and the Reformation; Mary I; Elizabeth; literature of the period; the Spanish Armada. The Stuarts; James I, and the colonization of America; trouble with the Puritans; war between Charles I and Parliament; Cromwell; the restoration; the Revolution of 1689; cause; result; effect upon American colonies.

France; Germany; Spain; Italy; Luther and the Reformation in Germany; Loyola and the Jesuits. Rise and growth of the Ottoman Empire; invasion of the eastern Roman Empire; downfall of Constantinople; influence

of fall upon Europe. Growth of cities; conflict between cities and nobility. Printing. Discovery of America.

DRAWING.—Two Years, Two Lessons per Week.

1. *Our Aim*—1. To teach Drawing as a language. 2. To lead pupils to seek culture from the beautiful in Nature and Art 3. To promote mental development.

2. *General Points*.—1. Drawing a language. 2. Drawing based upon form study. 3. Three divisions of drawing as to use: Drawing showing construction. Drawing showing appearance. Drawing of the enrichment or decoration. 4. An object may be pictured by representing its outline, its light and shade, or its color.

3. *Form Study*—in clay. (a) Natural objects: Fruits, leaves, vegetables. (b) Geometric forms: Sphere, cube, cylinder.

4. *Drawing*.—Suggestions for Movement and Position. Geometric views. Construction drawing.

Color.—1. Source of color. 2. Use of color. 3. Effect of color. 4. Theory of color. 5. Color Harmony. 6. Drawing in color: 1. From nature. 2. From common objects.

DRAWING.—Second Year.

History. Architecture. Ornament.

Ancient Period.—Egyptian school. Greek school. Roman school.

Medieval Period.—Byzantine school. Saracenic school. Gothic school.

Modern.—Renaissance.

Pupils make drawings of the characteristic elements of construction and ornamentation.

Light and shade (with pencil). From cast. From nature. From common objects. From models.

Illustrative Drawing. From nature; cast; copy. This work is an effort to acquire skill in rapid illustrative work, and the material is gathered from any source.

PENMANSHIP.

Outline of work.

Purposes.—I. To fix clearly in the minds of the pupils the following fundamental *ideas*. 1. To write well requires a correct conception of what is to be written. 2. Ability to execute that conception with pen, pencil or crayon. 3. This ability must be gained through careful practice, for it is an acquired habit, and habit comes from repetition. 4. The practice must be careful, else instead of eliminating, the pupil will only be confirming a faulty habit. 5. It requires but little time to acquire a correct mental picture of a letter, compared with the time acquired to train the muscles to make it rapidly and easily. Hence, by far, the greater share of the time should be devoted to training the muscles. 6. Movement is the mainspring of any good writing

system, and the *muscular movement* is by all authorities conceded to be the best. 7. To improve our writing, we must improve our habits of making the individual letters. To do this, the best way is to repeat the same letter in an exercise with constant effort at improvement.

II. To make the transition—for with most pupils it is a transition—to muscular movement, and give as much drill as the time will permit, in movement exercise for the purpose of securing control of this movement.

PHYSICAL TRAINING.

The object of the work:

1. To secure health by means of exercises, which, (*a*) raise the vital organs to their proper altitude; (*b*) relieve friction in the articulations and stimulate the vital organs; (*c*) increase the strength of the torso, while developing the extremities; (*d*) develop the relation between the muscles.

2. To make of the body a perfect servant of the mind, by securing: (*a*) normal bearing; (*b*) freedom and grace of movement; (*c*) self-command; (*d*) the proper relation between body and mind. The exercises are:

First Group. (*a*) Exercises to obtain erect position; (*b*) poising: 1. Forward. 2. Backward. 3. Up. 4. Down.

Second Group. Movements for freeing muscles of the (*a*) hips; (*b*) sides; (*c*) chest; (*d*) waist; (*e*) neck; (*f*) wrists; (*g*) knees.

Third Group. (*a*) Inhaling: 1. Without arm movement. 2. With arm movement. (*b*) Bending: 1. Forward. 2. Backward. 3. Laterally. 4. Diagonally forward. 5. Diagonally backward. (*c*) Twisting body: 1. Around the left to back. 2. Around the right to back. (*d*) Reaching. 1. Laterally. 2. Diagonally forward. 3. Diagonally backward.

Fourth Group. Arm movements; with instructions in walking, marching, running, and jumping.

Advanced Work. 1. Responsive work. 2. Pantomime.

VOCAL MUSIC.—First Year, Spring Term.

1. Methods of instruction in elements of vocal music.
2. Practice in reading in five keys.
3. Philosophy of transposition.
4. Choral practice.

GRAMMAR.—First Year, First Term.

Relation of thought to language. Nature of a thought and a sentence. Simple, complex, and compound thoughts and a corresponding form of sentences. Classification of sentences on the basis relation of speaker to listener. Simple, complex, and compound ideas necessitating words and phrases. The clause, and the thought form that gives rise to it. Principal and subordinate ideas in the thought and the modified and modifying elements in the sentence. Objects, attributes, and relations, ideas of them, and the language

forms expressing these ideas. Nature of each part of speech. Analysis of some short classical selection. Constant drill in application. Method of induction followed, the laws being the outcome of the direct examination of numbers of all varieties of thought and language forms discussed. The last three weeks of the term are devoted to a discussion of the necessary incidental work and of how to select, arrange, and present the language work proper to the primary grades.

Third Term. Etymology. Each part of speech discussed fully. Double nature and function of words. Modification within the word. English idioms, their growth from natural expressions and their elements. A thorough study of a standard selection from the standpoint of grammar. A term essay on some grammatical subject.

The last three weeks are given to a discussion of method in language work in the intermediate and grammar grade.

OUTLINE OF WORK IN RHETORIC.—Second Year, Second Term.

1. *Purity*.—(a) Good Use; (b) Divided Usage, Ancient Usage; (c) Barbarisms; (d) Solecisms; (e) Improproprieties.

2. *Diction*.—(a) Principles of Choice; (b) Number of Words; (c) Arrangement of words.

Fundamental Principles underlying rules for Purity, Clearness, Force, and Elegance.

Kinds of Composition.—(a) Description; (b) Narration; (c) Argumentative Composition.

An effort is made to awaken the critical instinct in the hope of securing three ends: A purer diction in speech; a greater enjoyment of good English in books; and an appreciation of the fundamental qualities of good composition,—unity, directness, clearness, and simplicity. Original Composition.

LITERATURE.—Second Year, Third Term, and Third Year, First and Second Term.

The work in Literature runs through three terms, one of which is given up wholly to Shakespeare. Twenty seven weeks are left, therefore, for the study of the whole body of English literature. The history of its growth is taken up in brief outline, to give the student some notion of the relation of the literature to the historic development of the English people. The following points are treated, some of them considered at some length, some of them left with a bare mention:

1. The Saxons: Their character as seen in early literature. Beowulf, Caedmon, Cynewulf, The Fight at Maldon, Baeda, Alfred, The English Chronicle.

2. The Normans: Their origin, and character.

3. The Norman Conquest: Its Nature, its effects on Language and Lit-

erature. Two literatures on English Soil; French and Saxon, or Semi-Saxon; Chronicles; Homilies; Ormulum; Layamon's Brut; Poetic Romances; Lyrics.

4. Early Modern English. Literature of Religious and Social or Political Reform. Wiclif, Langland, Peacock.

5. Literature Proper: Gower, Chaucer, Ballads, Malory.

6. The Revival of Learning. Caxton's Work. Social, Political, and Religious Criticism. Sir Thomas Moore, Tyndale, and other controversialists and translators of the Bible, Skelton, Sir David Lyndsay.

7. Artistic Growth; the Italian Influence. Surrey and Wyatt, and the Sonnet and Blank Verse; Translations; Italian and Spanish Romances; the Tudors' love of masques, shows, and the drama; the popular taste.

8. Growth of the National Spirit. The English Reformation, political as much as religious; Struggles with Rome, Spain, France; part played by Mary of Scotland; Victory over the Spanish Armada; Drake's and Raleigh's voyages and exploits at sea; conquest and colonization.

9. The Literature of the Age of Elizabeth an outgrowth of the many-sided Life of the Time; Growth of Satire; of Political, Religious, and Social Controversy; of the Literature of Travel and Adventure; of Romantic Narrative in Prose and Poetry; of Patriotic Song and Story; of Lyric Poetry, and of the Drama, involving all the other literary forms. Gascoigne, Sackville, Nash, Spenser, Sydney, Hakluyt, Raleigh, Frobisher, Warner, Daniel, Drayton, Lyly, Green, Peele, Marlowe, Shakespeare, Bacon, Hooker.

10. The Stuarts and Puritan England; Social Demoralization; Decadence of the Drama and of the Poetic Impulse; Prose rising in importance; Rise of Biography; Growth of History; Political and Religious Controversies, continued. Ben Johnson, Beaumont and Fletcher, Webster, Thos. Fuller, Jeremy Taylor, Sir Thomas Browne, Izaak Walton, William Prynne, Bacon, Knolles, Raleigh, Hall, Donne.

11. The Civil War and the Commonwealth; Political Controversy; Religious Controversy; Court and Cavalier Songs; Social Questions; History largely Biographical; Memoirs. Milton, Suckling, Herrick, Cowley, Lovelace, Bunyan, Evelyn, Clarendon, Hobbes.

12. The Restoration; Corrupt Society; Corrupt Literature; Satire; Political, Social, and Philosophical Discussions. The Dramatists: Congreve, Dryden, Wycherly, etc.; Satirists, Dryden, Butler, Pepys, Burnet, Locke, Algernon Sidney, Neville, Milton.

13. The Revolution and Age of Anne and the Georges; Prose still growing in importance as Political and Social Questions multiply; The Periodic Essay; The Newspaper; the Novel. Pope, Locke, Swift, Defoe, Gay, Prior, Warburton. Bolingbroke, Addison, Steele, Richardson, Fielding, Sterne, Smollett, Goldsmith, Dr. Johnson, Burke, Adam Smith, Scott.

14. Revival of Poetry. Cowper, Gray, Collins, Burns, Goldsmith, Crabbe, Thomson, Chatterton, Blake, Scott.

15. Period of the French Revolution; Return to Nature; Love of Man; Thought for the Poor; Reform. Wordsworth, Coleridge, Byron, Shelley, Keats.

16. Latest Period, in part a continuing of the Revolutionary Period, in part a new growth of the Scientific, Critical, and Humanitarian Impulses; History; Novels; Criticism. Tennyson, Carlyle, the Brownings, Matthew Arnold, Emerson, Hawthorne, Whittier, Lowell, Longfellow, Dr. Holmes, Bryant, Thoreau, Ruskin, George Eliot, Thackeray, Dickens, George Meredith, etc.

17. Less time is given to this historic outline than to the study of a few authors in their best works. The authors studied with some care during the last year have been: (a) Chancer: The Prologue, Knight's Tale, and Nonne l'estes Tale; (b) Ballads: Sir Patrick Spenser, Chevy Chase, Edom o'Gordon, Lyke-Wake Dirge, etc; (c) Spenser: Two Cantos of the Fairy Queen; (d) Shakespeare: King Lear, Hamlet, Macbeth, Coriolanus, Midsummer Night's Dream, Othello; (e) Bacon: Selected Essays; (f) Milton: Paradise Lost, Books I-II; Lycidas; (g) Charles Lamb: Selections from Essays of Elia; (h) Thackeray: Selections from Roundabout Papers; (i) Robert Browning: Selected Poems; (j) Elizabeth Barrett Browning: Selected Poems; (k) Tennyson: In Memoriam.

In addition to these works, members of the class are assigned other works for private reading; essays are prepared upon works thus read, and presented before the class, and criticised.

SHAKESPEARE.

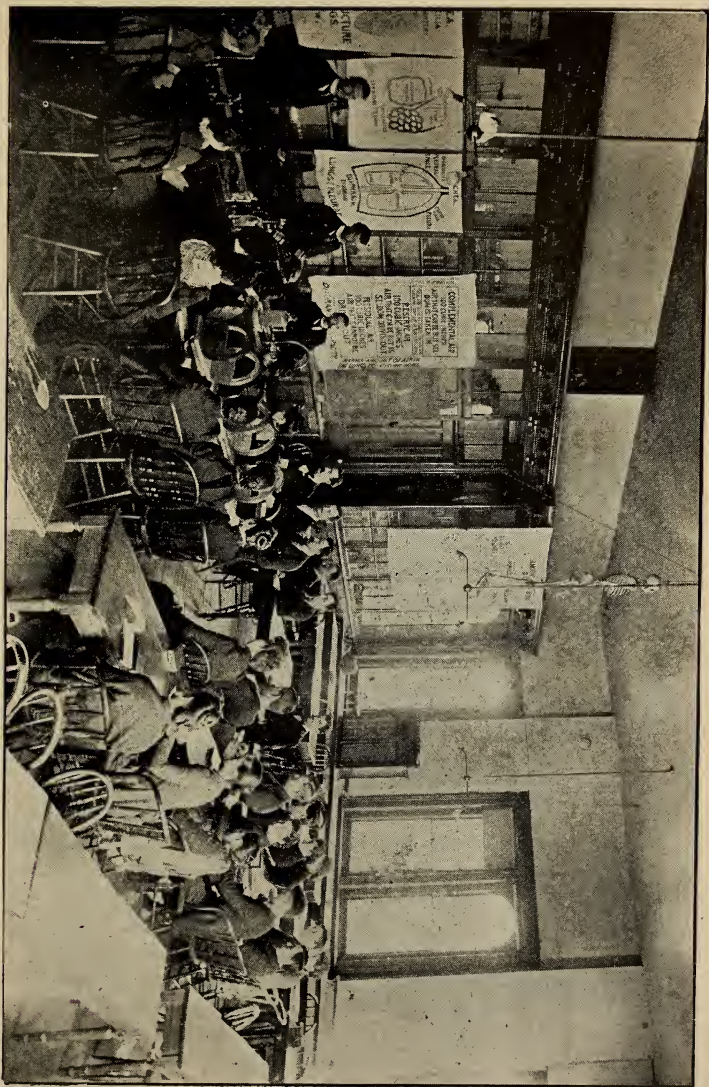
1. Plays read: King Lear; Hamlet; Macbeth; Coriolanus; Midsummer Night's Dream; Othello.

2. Object sought: An intelligent reading of dramatic literature.

3. Points emphasized: 1. The Drama is Literature, not Philosophy, not Ethics, not History; yet, the Drama is philosophical, ethical, historical. 2. Whatever philosophical, ethical or historical lessons the drama has to teach, these lessons are best reached through a *sympathetic study* of the drama as Literary Form. Therefore, in the first dramas read we follow closely the Dramatic Construction, observing the Induction of the action, the Development, the Climax, the Evolution, and the Catastrophe.

4. Along with Dramatic Construction, and belonging to it, we study Characterization; Dramatic Motives; Dramatic Dialogue; Soliloquy; Sequence of Scenes and Actions; Dramatic Illusion; Dramatic Times; Tragic Retribution; Differences between Tragedy and Comedy. After the class has become somewhat accustomed to following the dramatic development of an action, less close attention is paid to this in class, and we proceed at once to the characterization and motiving, and the consideration of the play as a revelation of life.

5. Lear and Hamlet are read in the class-room and discussed at greatest length. Macbeth is then studied, somewhat less closely, but with care. The others are read in private by all the members of the class; essays are then prepared by all; two or three of these essays are read in class and form the basis of a general discussion lasting two or three days for each play. In all this work, the student is urged to postpone the reading of commentators until he has studied the plays themselves, and begun, at least, to form his own judgments. Independence of opinion, and a willingness to hold the judgment in suspense and wait for further light are always encouraged.



Science Class.

Course in Natural Sciences.

ZOOLOGY.—Second Year, First Term.

1. Collection of Insects; Study of Insects; Principles of Classification developed by comparing and contrasting several kinds of Insects. 2 The Crayfish, studied alive and then dissected (type of Crustacea). 3. External characteristics of Birds. Analysis of Birds (Jordan's Manual). 4. Study of the following animals alive; dissection as types: (*a*) Earthworm (Vermes); (*b*) Clam (Molluska); (*c*) Perch (Pisces); (*d*) Frog (Batrachia); (*e*) Snake (Reptilia); (*f*) Pigeon (Aves); (*g*) Rabbit (Mammalia) 5. Study of live Hydra. 6. Study of a few Protozoa. 7. Study of Starfish and Sea-urchin. (alcoholic).

Drawings and descriptions of animals studied preserved in permanent note-book.

Text-books: Packard; Colton's Practical Zoology.

PHYSIOLOGY.—Second Year, Second Term.

1. Muscle (1) Experiments on the Muscles in our bodies. (2) Models of Human Muscles. (3) Dissection of hind leg of rabbit. (4) Structure of Muscle, (*a*) gross; (*b*) minute. (5) Action of Muscle (experiment on frog's muscle). (6) Training of Muscles (symmetrical development).

2. Bone. (1) Bones as levers. (2) Bones as protectors (brain and spinal cord). (3) Bone structure, (*a*) gross; (*b*) microscopic. (4) Joints. (*a*) Dissection of joints of rabbit's leg, and beef joints.

3. General Functions of the Nervous System, Sensation, and Motion. 1. Experiments on frog, reflex action of the Spinal Cord. 2. Dissection of Spinal Cord and Brain of cat. 3. Voluntary Motion. 4. Sensation of Touch.

4. Circulation. 1. External indications of the Circulation of Blood: Heart beat, pulse, blushing, pallor, experiments on veins, etc. (*a*) Microscopic examination of frog's blood. (*b*) Circulation of blood in web of frog's foot under microscope. 2. Internal proofs of the Circulation of the Blood; (*a*) Dissection of heart and lungs (sheep or pig), (*b*) demonstration of the action of the heart, (*c*) injection of arteries, (*d*) tracing injected arteries and veins. 3. Description of Organs of Circulation and their action. (*a*) Action of frog's heart, (*b*) action of the heart, (*c*) experiments illustrating the action of the large arteries, (*d*) action of the medium-sized arteries (plain muscle fiber), (*e*) veins (valves). 4. Blood and Lymph. (*a*) Microscopic examination of drop of blood from finger, (*b*) composition of blood, (*c*) coagulation of blood, (*d*) injection of thoracic duct (lymph). 5. Hygiene of Circulation.

5. Respiration. 1. Organs of respiration. 2. Mechanical process of respiration. 3. Experiments illustrating respiration. 4. Capacity of the lungs. 5. Composition of air. 6. Experiments illustrating the chemistry of

respiration. 7. Experiments showing the differences between inspired and expired air. 8. Production of heat and motion in the body. 9. Comparison of the human body and a locomotive. 10. Hygiene of respiration.

6 Excretion. 1. The Skin. Functions: (a) Excretory, (b) heat-regulating, (c) protective, (d) sensory, (e) absorptive. 2. The Kidneys, (a) dissection of pig's or sheep's kidney, (b) action of the kidneys, (c) relation of the lungs, kidneys, and skin.

7. Digestion. 1. Foods and cooking. 2. Dissection of the digestive organs of a cat. 3. Study of cross and longitudinal sections of teeth. 4. The salivary glands. 5. Experiments with artificial digestion. 6. Absorption. 7. Hygiene of digestion. 8. Taking "cold," diarrhœa, bathing.

8. The Nervous System. Functions of the Brain and Spinal Cord. Hygiene of the Nervous System.

9. The special senses. Sight. (a) dissection of the eye, (b) experiments on accommodation, (c) experiments on blind spots, (d) experiments on color contrast, (e) experiments on adaptation to amount of light. Defects in vision. Hygiene of the Eyes. Smell and Taste. Hearing. The voice and Speech. Dissections of the Larynx.

Drawings and descriptions of dissections made into book.

Text-book: Martin's Human Body (briefer course).

BOTANY.—Second Year, Third Term.

1. Planting seeds (corn and beans); their structure and growth. 2. Buds, structure, protection, arrangements, kinds, growth. 3. Study of early flowers, Hepatica, Spring Beauty, Trillium, Blood-root, etc. Study of Types: 4. Green slime (Protophyta). 5. Moss (Bryophyta). 6. Fern and Horsetail (Pteridophyta). 7. Scotch Pine and Austrian Pine (Gymnosperms). 8. Common flowering plants (Angiosperms).

Herbarium required. Notes and drawings of plants studied.

Text-book: Gray's School and Field Book.

PHYSICS.—Third Year, First and Second Term.

The topics generally indicate lines of experimental work, followed by study of the text-book. The movements in the study of each division of the subject is usually as follows: (a) Qualitative experiments by the student or the instructor, with preliminary definitions. (b) Quantitative experiments by the student. (c) Study of the text-book. Problems. (d) Recitation on both experimental work and text.

1. Measurements of length, volumes, and mass, by the metric system. (a) Methods of linear measurements. (b) Practice in the use of the graduate cylinder. Methods of correct reading. Use of Erdmann's float. Errors. Determination of the volume of an irregular body. Calibration of tubes. (c) The balance. Methods of weighing. Practice in weighing bodies to 1 mgr.

2. Density and Specific Gravity. (a) Determination of density of wood, glass, stone, iron, etc., by the balance. (b) Specific gravity of liquids by the specific-gravity bottle. (c) Determination of the weight lost by a solid immersed in a liquid. (d) Determination of specific gravity by immersion. (e) Liquid pressure due to weight. (f) Specific gravity of liquids by the method of balancing. (g) The hydrometer.

3. Dynamics. (a) The action of a force upon a body. (b) Composition and resolution of forces. (c) Graphic representation of forces; (1) acting at an angle on the same point, and (2) parallel forces acting at different points, on a rigid body. (d) Gravitation. Laws of motion. (e) Laws of falling bodies. (f) Projectiles. (g) The pendulum. (h) Formula for kinetic energy.

4. Machines. (a) Development of the laws of the inclined plane, lever, and pulley. (b) Machines as devices for transferring energy. (c) General laws of machines.

5. Hydrostatics, Hydrokinetics, Pneumatics. (a) The hydrostatic bellows. (b) The hydrostatic press. (c) Formula for velocity of spouting liquids. (d) Water wheels. (e) The barometer. (f) Pumps. (g) The siphon.

6. Electricity and Magnetism. (1) Frictional Electricity. (a) Two kinds of electrification. (b) Tests for each. (c) Electrostatic induction. (d) The gold-leaf electroscope. (e) The electrophorus. (f) Electric density. (g) Electric condensers. (h) The Leyden jar. (i) Modes of discharge. (j) Lightning rods. (2). Voltaic Electricity. (a) The voltaic cell. (b) Construction and use of various forms of the voltaic cell. (c) Action of currents on magnets. (d) Construction and use of the tangent galvanometer. (e) Astatic and sine galvanometers. Long and short coil instruments. (f) Electrical resistance. Conditions affecting resistance. (g) Methods of connecting cells. Tests with galvanometer. (h) Measurement of resistance. Wheatstone's bridge. (3) Magnetism. Induced currents. (a) General study of a Magnet. (b) Action of the attracted body on the magnet. (c) Mutual action of two magnets. (d) Induced magnetism. Law of induced magnets. (e) Mapping out magnetic fields. (f) Electro-magnets. Conditions affecting the strength of electro-magnets. (g) Methods of winding electro-magnets. (h) Induced currents. (i) The Ruhmkorff coil. (4) Industrial applications of Electricity. (a) The telegraph. (b) The telephone. (c) The dynamo. (d) The incandescent lamp. (e) The arc light. (f) Methods of wiring for electric light systems. (g) Converters. (h) Principles of the motor.

7. Sound. (a) Wave motion. Transverse and longitudinal vibrations. (b) Sound waves. Propagation of sound. (c) Measurement of the velocity of sound in air and in carbon dioxide. (d) Conditions affecting pitch of a vibrating string. (e) Sounding boards. Resonance. (f) Coincident sound

waves. Interference. (g) The musical scale. Absolute pitch. (h) Fundamental tones and overtones. (i) The Phonograph.

8. Heat. (a) General effects of heat on the volume of solids, liquids, and gases. (b) Comparative conductivity of various solids. (c) Radiation of heat. (d) Convection. (e) Testing thermometers. (f) General effects of heat upon the temperature and physical form of solids and liquids. (g) Curve-plotting of temperatures for heating and cooling liquids. (h) Determination of melting and boiling points of solids and liquids. (i) Distillation. (j) Latent and specific heat. (k) The steam engine.

9. Light. (a) Rectilinear motion of light. (b) Inverted images. (c) Shadows. (d) The photometer. Distance and the intensity of light. (e) Plane mirrors. Location of virtual images. (f) Concave mirrors. Real and virtual images. Geometric constructions. (g) Lenses. Measurement of focal length. (h) Decomposition and composition of white light. (i) The rainbow. (j) Optical instruments. The eye. Microscopes. Telescopes.

CHEMISTRY.—Third Year, Third Term.

The atomic theory is made the correlating principle of the term's work. The general movement is such as to be a gradual development of this theory. The experiments are usually performed by the students, under direction of the instructor.

1. The analysis of typical binary compounds, hydrochloric acid, water, ammonia, marsh gas. 2. Examination of the constituent elements. 3. The synthesis of binary compounds. 4. Methods of analysis and synthesis. Chemical agents. 5. Volumetric relations of the elements in each compound. 6. Chemical symbols. Nomenclature. 7. Laws of Gay-Lussac, definite proportions, and conservation of mass. 8. Chemical equations. Problems. 9. Quantivalence, illustrated by the typical group. 10. The analysis of nitric acid. The nitroxen series. 11. Law of multiple proportions. 12. Simple and compound radicals. 13. Electrolysis. Electrochemical series. 14. The relation of acids, bases and salts. 15. Familiar metals. 16. Congeners of the typical binary group. 17. The halogen group. 18. Familiar carbon compounds. 19. Laws of Charles and Marriotte. 20. Development of the atomic theory from the study of the preceding topics. 21. The law of Ampere. 22. The phenomena of combustion. 23. Chemistry and the conservation of energy.

ELEMENTS OF PEDAGOGY.—First Year, First Term. Two Hours a Week.

The purpose of this work is the introduction of those who have just entered the Normal School to the subject of Pedagogy. The stage of their professional scholarship necessitates the selection of subject matter that shall

be simple and interesting. The course begins with two introductory lessons in which an attempt is made to show in what especial fields their study will lie, the way in which the child has been regarded, generally, in the older systems of education, and a few definitions which are intended to set certain limits to the work of the term.

Following these lessons come discussions of the general equipment, of the average child when he enters school, the discipline through which he has acquired the equipment, the general principle of apperception, and the modern movement in child-study with its relation to the work of the teacher.

In order to make clear the successive steps by which modern educational ideas have made a place for themselves, the study of educational reforms occupies the remainder of the term.

Beginning with the Revival of Learning, the educational ideals are carefully examined and their peculiar form explained. The transformations of these ideals through the work of the reformers are studied and the contributions of Comenius, Rousseau, Pestalozzi, and Froebel are especially noted. The *Orbis Pictus*, *Emile*, and Leonard and Gertrude are examined and commented upon quite fully.

The thought movement for the term is the introduction of the idea of sense training by Comenius and its historical development by the later reformers.

PEDAGOGY.—First Year, Second Term.

CHAPTER I.

The work opens with Special Method in History and Literature for the eight grades. It is the object of this work to discuss and illustrate the principles underlying the arrangement of a complete course in History and Literature for the eight grades and the method of presenting such material to a class. Some time is spent in becoming acquainted with stories from history and literature that are suitable for children, as a basis for more intelligent discussion of their educative value. The teacher needs to be acquainted with many of the classic fairy stories, such as those prepared by Scudder, or the Grimm brothers; he should be familiar with the story of Robinson Crusoe, with many of the classic myths of the Orient, and the Pioneer History Stories of America.

This preliminary work is followed by a discussion of the text of McMurry's "Special Method in History and Literature."

1. Introduction: The relation of Literature as the great ethical power in culture, to the main aim of education, character-building, to the cultivation of the child's aesthetic tastes, his sympathies and powers of thought. Duty of the school in bringing the influence of literature to bear upon the masses. Relation of school to home.

2. Fairy Tales in First Grade: Sympathy between child and fairy

tale. Popular objections to fairy stories. Their validity. The five requirements of a classic fairy story. The oral presentation of the fairy stories and their reproduction by the children. Relation of the stories to the other work of the first year, e. g., as furnishing suggestive material for drawing and language and as cultivating the power of oral speech. Relation of stories to first work in teaching reading. Discussion of the methods of teaching reading to beginners.

3. Robinson Crusoe in the Second Grade: History of the story of Robinson Crusoe. Comparison with the Fairy Tales. Discussion of the moral, industrial and economic value of the story. Relation of the story to the other work of the second year, especially to nature study, drawing, modeling and language. Method of presentation suitable to the story of Robinson.

4. Myths in the Fourth Grade: Definition of the myth. Distinguished from the legend and history. How valued by literary artists. The characteristics of the myths and their value to the child culture. Methods in teaching the myths.

5. Pioneer History Stories in the Fourth and Fifth Grades: Transition from the mythical to the historical hero. Child's interest in attractive biography. List of Pioneer History Stories suited to the Fourth and Fifth Grades. Character of the early pioneers of America. The value of oral presentation in history; method of oral presentation; reproduction of the stories by the pupil; difficulties in adopting an oral presentation of history stories.

History in the Seventh, Eighth and Ninth Grades: Full and detailed treatment of typical periods. Use of the biographical element. Arrangement of topics and relation of the history to the other work of these grades.

CHAPTER II.

The last month of the term is devoted to a discussion of Dr. McMurry's "Special Method in Geography." The object of this work is to discuss and illustrate the principles underlying the proper selection and treatment of the materials for instruction.

1. Home Geography in the Third Grade: Discussion of the materials as follows: 1. Food products and occupations connected with them. 2. Building materials and related trades. 3. Clothing, materials used; manufacture, etc. 4. Local commerce, bridges, roads, railroads. 5. Local surface features. Streams, hills, woods, etc. 6. Town and county government. Court house, etc. 7. Climate and seasons. Sun, wind, storm, heat. Value and need of excursions in the initial work in geography. Illustrations of excursions. The earth as a whole.

2. Geography of the Mississippi Valley in the Fourth Grade: Discussion of the following principles: 1. Movement from the home outward. 2. Type study in geography. 3. Causal relations. 4. Comparison.

5. Oral treatment of topics. 6. Relations to other subjects—Discussions of the list of topics suitable for the geography of the Mississippi Valley.

CHAPTER III.

In the work in Special method, both in history and literature and in geography, illustrative lessons are given, making use of some of the materials discussed. A few lessons, especially in literature, are given before the students, by the assistant training teacher with a class of little children in the practice school. These lessons are made the subject of discussions on methods and devices employed.

PEDAGOGY.—First Year, Third Term.

CHAPTER I.

The first month is devoted to Special Method in Reading. A number of readers for the earlier grades and of literary masterpieces suitable to the different grades are read and discussed; 1, as to whether they meet the requirements of interesting and instructive thought content, and, 2, as to whether they are well adapted to advance the child in his mastery of the mechanical phase of reading. The text of McMurry's "Special Method in Reading," is then read and discussed. Lists of classic literary masterpieces suited to the different grades are noted and their culture values, both to the child and to the teacher, are discussed. The work is closed with some exposition of the method of teaching reading in the different grades.

CHAPTER II.

The second month of the term is devoted to a discussion of the Special Method in Teaching Natural Science. Early in the term the students are set to work to make observations upon some of the objects of nature about them, e. g. the red maple and the robin, for the purpose of acquiring some idea of the meaning and value of the direct observation of nature, both as furnishing the basis for true scientific knowledge and as a preparation for the work of teaching natural science. These objects are watched during the spring months, and their development and habits noted daily as accurately as possible. These observations are later made the basis of a full discussion of the objects observed, for the purpose of illustrating the principles of selection and treatment of materials in teaching natural science to children. After these type objects have been fully treated, the principles involved are discussed as follows: 1. Selection of materials for nature study. 2. Preparation of the teacher. 3. Excursions and observations by the children. 4. Methods and devices in the discussion of topics. 5. Type studies in natural science. 6. Values of nature study to the child and to the teacher.

CHAPTER III.

The third month is devoted to a discussion of the general laws underlying

the method of instruction (or the so-called "Formal Steps of Instruction"), and of kindred pedagogical principles bearing upon the work of the teacher in the class room. It is the aim of this work to show what the laws of thought are that determine how the teacher must present a subject to the class.

PSYCHOLOGY.—Second Year, First Term.

1. Psychology and Its Relations to the Teacher.
2. The Educational Limitations of Psychology.
3. The Treatment of Psychology adopted.
4. The Bases of Psychical Life: (a) Sensation. (b) Interest. (c) Impulse.

5. The Psychical Processes. (a) Introduction: Classification of contents of our minds. (b) Classification of processes corresponding to these contents. (c) The Processes: 1. Non-voluntary attention. 2. Association. 3. Voluntary attention. 4. Educational principles. 5. Apperception and Retention.

6. Forms of Intellectual Development: (a) Principles of intellectual development. (b) Stages of intellectual development: 1. Training of perception. 2. Training of the memory. 3. Training of thought.

7. The forms of Emotional Development: (a) Conditions of interest. (b) Principles of emotional growth. (c) The forms, or stages of emotional growth.

8. Forms of Volitional Development: (a) Factors of volitional development. (b) Stages of volitional development.

9. Mind and Body: (a) Importance of body for soul. (b) Structure of nervous system in man. (c) Elementary properties of nervous structure. (d) Psychological equivalents. (e) Localization of function. (f) Educational principles.

10. Summary of Principles. (a) Bases of instruction. (b) Ends of instruction. (c) Methods of instruction. (d) Relation of knowledge, feeling, and will. (e) Criticism of maxims.

11. The Method of Interrogation, Art of Questioning: (a) Introduction. (b) Objects of questioning: 1. Testing retention. 2. Training of apperception. (c) Qualifications of the questioner. (d) Matter and form of questions. (e) Matter and form of answers.

Text-book: Applied Psychology. *McLellan and Dewey*.

Practice Work in Model School.

Second Year; Second Term, Third Term.

Third Year; Second Term, Third Term.

Each Normal student is required to teach four terms in the Practice School, for forty-five minutes each day. At least one term must be spent in the Primary Grades. All practice work is performed under the immediate oversight of the training teachers. The work of criticism is both personal and general. The general criticisms are given in teachers' meetings, one of which is held each week. The special criticisms are given in grade meetings and in personal interviews. Pupil teachers must submit plans of work to their supervisor, which must be approved before being put into execution. They are held responsible for the control and general management of their classes. They are expected to make personal studies of the pupils, so that they may give accurate descriptions of their characters, personal peculiarities, habits of study, and general disposition.

Generally each pupil teacher is under the observation of one or more pupil teachers, who make careful notes of the work. By this arrangement the training teachers are enabled to determine accurately the skill with which discipline is maintained in their absence.

The practice work of the pupil teachers reaches from the first grade of the Primary School through the first year of the High School. In addition to the work of instruction, pupils are required to take charge of a room during opening exercises, and to have the management of children as much as possible.

Frequent illustrative exercises, conducted by training teachers, are given to the whole body of pupil teachers. These cover a variety of subjects, but are usually given in those studies in which there is the greatest probability of lack of skill on the part of the pupil teachers. It is found that subjects like Natural Science and Literature afford the greatest difficulties to the ordinary teacher; consequently, exercises are given in those subjects more frequently than in any others.

Persons desiring to fit themselves for primary teachers are permitted to put in all of their time with the training teacher having the lowest departments in charge.

During recesses and noons children are under the general oversight of pupil teachers, who make careful studies of individual pupils as they manifest their dispositions in games or other recreations.

PSYCHOLOGY.—Third Year, First Term.

Introductory.

1. Science and Method of Psychology. (a) Subject matter of Psychol-

ogy. (b) Methods of Psychology: (1) Introspective; (2) Experimental; (3) Comparative; (4) Objective.

2 Mind and Modes of Activity. (a) Aspects of Consciousness. (b) Relations to each other. (c) Relations to the whole self.

3. Knowledge.

1. Elements of Knowledge: (a) Sensation in General. 1. Physical Stimulus; 2. Psychical Factor; 3. Relations of Psychical and Physical; 4. Functions of Sensation in Psychical Life. (b) Special Senses—Relations to Touch. 1. Touch: I. Weber's Law and Psycho-physical Methods. II. Muscular Sensation. 2. Smell. 3. Taste. 4. Hearing. 5. Sight. 6. Temperature. 7. General Sensation.

2. Processes of Knowledge. (a) Nature of Problem. 1. Sensations and Known Objects. 2. The Knowing Self. (b) Apperception. 1. Problem of Apperception. 2. Kinds of Apperception. (c) Association: 1. Conditions. 2. Forms. I. Simultaneous or Fusion. II. Successive: By Contiguity; by Similarity. III. Functions of Association. (d) Dissociation. 1. Relation to Association. 2. Conditions. 3. Functions in Psychical Life. (e) Attention. 1. Attention as Selecting Activity. 2. Attention as Adjusting Activity. 3. Attention as Relating Activity. (f) Retention.

3. Stages of Knowledge. (a) Perception. 1. Of Objects. 2. Of Space. 3. Of Externality in General. (b) Memory. 1. Definition and Problem. 2. The Memory Image. 3. Memory of Time. 4. Self as Past and Present. (c) Imagination. 1. Definition. 2. Ideals in Imagination. 3. Practical and Theoretical. (d) Thinking. 1. Definition and Division. 2. Conception; Growth of Knowledge. 3. Judgment; Belief. 4. Reasoning. I. A priori and posteriori. II. Inductive and Deductive. 5. Systematization. (e) Intuition. 1. Intuition of the World. 2. Intuition of Self. 3. Intuition of God.

FEELING.—Third Year, Second Term.

1. Introduction. 2. Sensuous Feeling. 3. Formal Feelings. (a) Of present adjustment. (b) Due to past experience. (c) Directed toward the Future. 4. Development of Qualitative Feeling. (a) In Universality. (b) In Definiteness. (c) Abnormal. (d) Conflict of. 5. Intellectual Feeling. (a) General Nature. (b) Spring to intellectual action. (c) Objective side. 6. Æsthetic Feeling. I. General Nature. (a) Connection with Idealization. (b) Universality of Beauty. (c) Factors of Æsthetic Feeling—Harmony. II. As a Spring to Action. (a) The fine arts. III. The Æsthetic Judgment—Taste. 7. Personal Feeling. I. General Nature. (a) Social (b) Moral, (c) Religious. II. As a Spring to Action. (a) Social Institutions. III. The Personal Judgment—Conscience.

THE WILL.

1. Sensuous impulses. (*a*) Reflex action, (*b*) impulses of perception, (*c*) Instinctive impulses. (*d*) Instincts of expression.

2. Development of volition. (*a*) Desire. (*b*) Choice.—Motive (*c*) Realization of motive.

3. Physical control. (*a*) Localization of motor impulses. (*b*) Combination of motor impulses.

4. Prudential control. (*a*) Development of desire. (*b*) Choice of ends and means. (*c*) Forms of prudential control. 1. Practical. 2. Intellectual, 3. Emotional.

5. Moral Control. (*a*) Development of ethical desire. (*b*) Ethical choice. (*c*) Result of moral action. 1. Generic volition. 2. Regulation of desires. 3. Accurate and intuitive choice. 4. Effective execution.

Text: Dewey's Psychology.

PHILOSOPHY OF EDUCATION.—Third Year, Third Term

Part I. Education in its general idea: (*a*) Its Nature. 1. Possible only to self-active beings. 2 Education by Divine Providence, by experience, or teachers. 3 Relates to body, intellect, and will; must be systematic; conducted in schools. (*b*) Its Form. 1. Self-estrangement, work, play. 2. Habit. 3. Authority, obedience, punishment. (*c*) Its Limits. 1. Subjective limit in the pupil's capacity. 2. Objective limit in the pupil's wealth and leisure. 3. Absolute limit in the pupil's completion of school work.

Part I. Education in its special elements. (*a*) Physical. 1. Dietetics. 2. Gymnastics. 3. Sexual (omitted.) (*b*) Intellectual. 1. Psychological epochs. (*a*) Intuitive—sense-perception. (*b*) Imaginative—fancy and memory. (*c*) Logical. II. Logical order. (*a*) of development of the pupil. (*b*) of development of the subject. (*c*) of demonstration. 1. Analytic. 2. Synthetic. 3. Dialectical. III. Instruction. (*a*) Pupil's capacity. (*b*) Pupil's act of learning. 1. Mechanical. 2. Dynamical. 3. Assimilative. (*c*) Method of Instruction. 1. Living example. 2. Text-book. 3. Oral. (*d*) Will Training. 1. Social usages. 2. Moral training. (*a*) The Virtues. (*b*) Discipline. (*c*) Character. 3. Religious education. (Omitted).

Part III. Education in its particular Systems. (*a*) National. 1. Passive. (*a*) Family—China. (*b*) Caste—India. (*c*) Monkish—Thibet. 2. Active. (*a*) Military—Persia (*b*) Priestly—Egypt (*c*) Industrial—Phoenicia. 3. Individual. (*a*) Aesthetic—Greece. (*b*) Practical—Rome (*c*) Abstract Individual—German tribes. (*d*) Theocratic—The Jews. (*e*) Humanitarian, or Christian. I. Monkish. II. Chivalric. III. Citizen. 1. For special callings. (*a*) Secular. (*b*) Jesuits. (*c*) Pietistic. 2. To achieve an ideal of culture. (*a*) Humanist. (*b*) Philanthropist. 3 For free citizenship. Text-book, Rosenkranz.

PEDAGOGY.—Third Year, First, Second, Third Terms. Three Hours a Week, Topics for Study. 1. The chief aim of Education. 2. The Relative Value of Studies. 3. Nature of Interest. 4. Concentration. 5. Apperception. 6. Induction. 7. The Formal Steps.

Examination of the Course of Study below the High School. 1. Fields which the course of study must cover. 2. Value of Literature as an introduction to the life of the school. 3. Essential nature of a story. 4. Method of estimating the value of the story for the primary grades. 5. List of stories suitable for first grade. 6. Place of science in primary grades. 7. Suitable topics for fall term, winter and spring terms. 8. Reading. What is it? What associations should be formed? 9. What error often made? 10. How help the child to help himself? 11. How can literature and science be utilized? 12. Illustrative exercises given by training teachers with class. 13. Careful study of the exercise. Similar illustrative exercises in other parts of the course with a review of special methods.



Pupil Teacher and Class.

The Practice School.

HIGH SCHOOL DEPARTMENT.

The High School is under the supervision of the president and faculty of the University, and under the immediate management of a principal and his assistants.

It occupies rooms in the University buildings and has the advantages of the University equipment. Its pupils use the scientific apparatus, the museum, the library, the reading-room; they attend the lecture courses, belong to the literary societies, and share the spacious grounds.

The High School pupils reap another advantage from this relation of the two departments. The professors of the High School and of the Normal Department may be said to "trade work." The former teach the Latin, Greek, and German for both departments: in return, the High School pupils enter the regular Normal classes in civics, history, literature, English, drawing, mathematics, science, *et cetera*. Virtually, by this unique adjustment, the learning and experience of the Normal University faculty is made as available to our pupils as though these eminent specialists were High School assistants. The ordinary academy or High School, for financial reasons, is supplied with assistants who are of either moderate ability or of limited experience. Pupils here recite to no such help. They are insured clear instruction and thorough discipline in mathematics, modern methods of work in science, a broad, liberal culture in civics, in historical and literary lines—all at the hands of teachers, each of whom is making his subject and the methods of teaching it his life work. To supply the ordinary public high school or academy with such instruction in Latin, Greek, and German; in physiology, botany, and zoology; in physics and chemistry; in civics, history, and physical geography; in reading and English; in rhetoric, criticism, and literature; in algebra and geometry; in drawing and in other subjects (such as astronomy, psychology, bookkeeping, pedagogy, etc.) which our pupils occasionally elect, would demand a pay-roll amounting to between fifteen and twenty thousand dollars a year. If there is a high school or an academy, or a preparatory department in the West which could afford such an outlay, we do not know it.

Garfield said, "Mark Hopkins at one end of a log and one student at the other made a university;" Emerson, "I do not ask what my boy studies, but who his teacher is." Yet essential as accurate and comprehensive direction is, the worth of a school must also depend upon the character of its course.

Courses of Study.

CLASSICAL, OR COLLEGE PREPARATORY.

Those who complete well our Classical Course meet without difficulty the entrance requirements of any college. The Universities of Illinois, Chicago, Leland Stanford, Michigan, and Pennsylvania; Amherst, Dartmouth, Smith, Vassar, Wellesley, Williams, and other colleges, admit our graduates without examination.

CLASSICAL COURSE.

| | FIRST TERM. | SECOND TERM. | THIRD TERM. |
|--------------|----------------------------|---|-------------------------------|
| FIRST YEAR. | Latin, Grammar and Reader. | Latin, Grammar and Reader. | Eutropius. Caesar. |
| | Arithmetic. | Geography. | U. S. History. |
| | English Grammar. | Composition. | Reading. |
| SECOND YEAR. | Caesar. Eutropius. | Caesar. Eutropius. | Cicero. Nepos. |
| | Greek, Grammar and Reader | Greek, Grammar and Anabasis. | Anabasis. |
| | Zoology. | Ancient History. Rhetoric. | Algebra. |
| THIRD YEAR. | Cicero. Nepos. | Ovid. | Vergil. |
| | Hellenica. | Plato. | Herodotus. |
| | Algebra. | Plane Geometry. | Solid Geometry. |
| FOURTH YEAR. | Vergil. Horace. | Livy. | Homer. |
| | German. | German. Physics. } But one re- Physiology. } quired. | (Tacitus optiona'). |
| | Physics. | Reading and Themes. | German. Political Economy. |

Greek and Roman History and Prose Composition are carried along with the regular work in Latin and Greek.

Drawing, Criticism, English Literature, Botany, an extra term of Algebra, Physical Geography, Civil Government, Chemistry, Mediaeval History, Bookkeeping, Astronomy, Second Year German, and a year's Psychology, are optional.

Substitutes are allowed when, in the judgment of the Faculty, they seem expedient.

GENERAL COURSE.

Primarily planned as a finishing course, it aims to give the elements of a liberal education in Latin, German, Drawing, Civics, Natural Science, Mathematics, History, English, and Literature; it can easily be utilized by pupils preparing for business or for any of the non-Greek courses of our colleges.

GENERAL COURSE.

| | FIRST TERM. | SECOND TERM. | THIRD TERM. |
|--------------|--|---|--|
| FIRST YEAR. | Latin Grammar and Reader. Arithmetic English Grammar. | Latin Grammar and Reader. Geography. Composition. | Caesar. Eutropius. U. S. History. Reading. |
| SECOND YEAR. | Caesar. Eutropius Drawing. Zoology. | Caesar. Eutropius Ancient History. Rhetoric. | Cicero. Nepos. Criticism Algebra. |
| THIRD YEAR. | Cicero. Nepos. English Literature. Algebra. | Ovid. Physiology. Plane Geometry. | Vergil. Botany. Solid Geometry. |
| FOURTH YEAR. | +Vergil Horace. German. *Constitution of U. S. and Ill. *Physics. | Livy. German. *Physics. Reading and Themes. | (Tacitus optional). German. Physical Geography. Chemistry. *Political Economy. |

+ * The Latin of the fourth year is elective. If taken, students may elect between studies indicated by stars.

Roman History and Latin Prose Composition are carried along with the regular work in Latin

Greek, an extra term of Algebra, Mediaeval History, Bookkeeping, Astronomy, Second Year German, and a year's Psychology, are optional.

Substitutes are allowed when, in the judgment of the Faculty, they seem expedient.

SPECIAL COURSE.

Pupils who cannot spend the three or four years necessary for the completion of an entire course here, may arrange personally with the Principal of the High School for special work. A moderate degree of freedom in the selection of studies will be allowed, subject always to the positive requirement that the pupil must have made evident his fitness to enter upon the branch contemplated. No diploma, but a certificate for work done, will be given.

Analysis of Courses.

The High School courses in PLANE, SOLID, and SPHERICAL GEOMETRY; in ZOOLOGY, PHYSIOLOGY, BOTANY, and PHYSICS; in RHETORIC, LITERATURE, and SHAKESPEARE; in CIVIL GOVERNMENT, PHYSICAL GEOGRAPHY, and ANCIENT HISTORY, are the same and under the same instructors as the corresponding courses of the Normal department. For outlines of work in these lines, consult the analysis of the Normal department courses. In ALGEBRA, an additional introductory term is given to such High School pupils as have not previously studied the subject, and a term's work in Advanced Algebra beyond the Normal Course, is elective. In READING, High School pupils take only one of the two terms' work.

DEPARTMENT OF ANCIENT LANGUAGES.

O. L. MANCHESTER, A. M., PRINCIPAL OF HIGH SCHOOL.

JACOB BOHRER, A. B.

MARY POTTER, A. B.

LATIN.

1. BEGINNING LATIN. *Jones' Latin Lessons through Lesson XC., and Harkness's Grammar to match.*

Roman pronunciation. Declension of typical nouns, adjectives and pronouns. Comparison of regular adjectives and adverbs. Conjugation of regular verbs. Irregular forms. Prepositions. Uses of various cases. Uses of the subjunctive mood. The gerund and the gerundive. Sequence of tenses. Indirect discourse. Constant drill in pronunciation, translation and composition. Thoroughness in all this elementary work will be insisted upon. The ability slowly and painfully to recall paradigm forms is of no value. *Two Terms—Twenty-seven weeks.*

2. EUTROPIUS, *four weeks.* BEGINNING CÆSAR. *Gallic War, ten Chapters of Book I. All of Collar's Composition based upon the same.*

Attention to the uses of the various cases, the subjunctives, the gerund and gerundives, the indirect discourse. The advance lesson each day is translated as literally as is consistent with fair English, the review more freely. Life of Cæsar. History of the age. Geography of Italy and Gaul. *Twelve weeks.*

3. SECOND AND THIRD TERMS CÆSAR. *Gallic War, Books I-IV completed. Historically interesting parts of Books V-VII. Composition. Sight reading, EUTROPIUS.*

Related history and geography. Continued drill upon forms, upon syntax, and upon indirect discourse. Extended study of minor grammatical principles, especially with reference to uses of cases, tenses and moods. Parts of the text are translated slowly and critically; rapid translation of other

portions; sight translation. Collar's Composition based upon Book II. Elementary derivation-work. *Two Terms—Twenty-seven weeks.*

4. CICERO. *Four Catiline Orations, Archias, Ligarius, Manilian, Law, Marcellus. Collar's Composition, Part IV. Sight reading, NEPOS.*

Critical translation of some portions; rapid translation of other parts. Syntax Life of Cicero. Related history, geography and biography. The Augustan Age. Thought analysis of orations. Written re-review of one in exceptionally smooth English. Sight translation. Derivation work. Continued drill upon word-formation. Especial study of English prefixes and suffixes traceable to Latin originals. *Two Terms—Twenty-seven weeks.*

5. OVID *Selections, mostly from Metamorphoses, 1500–2000 lines. Kelsey's Greek and Roman Mythology. Sight translation.*

Life and works of Ovid. Derivation work. Especial study of amplifications of important roots. English Latin-derivatives. Lectures upon rise and status of Philology. The Indo-European family. The Teutonic branch. Grimm's Law. Elementary principles of versification. Scansion. *Twelve weeks.*

6. VERGIL. *Æneid, Books I-VI. HORACE. Selections, six weeks.*

Related biography, history, geography and mythology. Careful study of versification. Facility in scansion required. English words derived from Latin. Continued study of roots and their amplifications; some notice of their forms in other Aryan languages. Lectures upon the genesis of suffixes, of declension and conjugation. Origin of affixes. Genesis of primitive monosyllabic roots, and theories concerning the origin of language. Philology's attitude toward Darwin and toward the Bible account of creation. *Two Terms—Twenty-seven weeks.*

- 7 LIVY. *Selections*

The last class reads Books XXI and XXII entire. Related history, geography and biography. Comparative work in syntax. Study of the literary style of the author. *Twelve Weeks.*

8. TACITUS (optional) *Germania, or Agricola, or both. Twelve weeks*

GREEK.

- 1 BEGINNING GREEK. *Frost's Greek Primer and Goodwin's Grammar to match.*

Declension of typical nouns, adjectives and pronouns. Comparison of regular adjectives and adverbs. Conjugations of regular verbs. Irregular forms. Prepositions. Constant drill in pronunciation, translation and composition. Thoroughness in all this work will be insisted upon. The ability slowly and painfully to recall paradigm forms is of no value. *Fifteen weeks.*

2. XENOPHON. *Anabasis I-IV; or Anabasis I-II, and Selections from Hellenica and Memorabilia. Sight translation. Greek prose composition.*

Use of cases, tenses, moods. Drill upon irregular verbs. Critical translation of portions of the text; free translation of other parts. More extended study of minor grammatical principles. Related geography, history and biography. Composition work based upon the text. Elementary derivation work. Goodwin's chapter on word formation. *Thirty-nine weeks.*

- 3 and 4. PLATO. *Selections from Phaedo.*

Careful review of principles of Greek grammar and study of constructions involved in the translation. Sight translation. Biography.

HERODOTUS. *Selections from Persian Wars.*

Study of Ionic forms and comparison with corresponding Attic forms. Classical geography studied in so far as useful for an intelligent exposition of the text. Sight translation. Related biography and history.

DERIVATION WORK. Review of Goodwin on Word Formation. Primary and secondary suffixes. English and Latin prefixes and suffixes traceable to Greek originals. Amplifications of important roots. English words of Greek origin. Lectures upon the rise and status of Philology. The Aryan family. The Teutonic branch. Grimm's law. *Twenty-four weeks.*

5. HOMER. *Iliad, Books I-IV; or I-II, and an equivalent for III-IV from the Odyssey.*

Related history and geography. Greek mythology. Homeric forms compared with Attic and Ionic. Careful study of versification. Facility in scansion required. Rapid translations of portions of text. Critical exposition of other parts. Derivation work. Continued study of roots. Lectures upon genesis of suffixes of declension and of conjugation. Origin of affixes. The primitive monosyllabic roots and the theories concerning the origin of language. Philology's attitude toward the Bible account of creation; toward Darwin. *Twelve weeks.*

DEPARTMENT OF GERMAN.

JACOB BOHRER, A. B.

FIRST YEAR—*Dr Meissner's Public School German Grammar.*

First term. Declension of substantives. Declension and comparison of adjectives. Classification and conjugation of verbs. Formation of compound nouns. Formation of adjectives. Force and use of prefixes. Prepositions and the cases which they govern. Boisen's preparatory prose. Especial reference to German constructions and idioms.

Second term. Boisen's prose continued. Review syntax. Continued drill upon construction. Sight translation. Pronunciation of German.

Third term. Hermann and Dorothea. Sight translation. German prose, with especial attention to order. *Das Lied von der Glocke*. Conversation. Pronunciation.

SECOND YEAR—First term. Wilhelm Tell. Jungfrau von Orleans. Sight translation. Ability to translate fairly easy German upon hearing it read, is required. German prose with especial reference to idioms. Conversation. Pronunciation.

Second term. Minna von Barnhelm. Maria Stuart. Short German essays. Sight translation. Pronunciation. Conversation.

Third term. German lyrics. Sight translation. Considerable practice in German conversation, which has now become the language of the class. (The classics read are varied from year to year.)

POLITICAL ECONOMY.

O. L. MANCHESTER, A. M., PRINCIPAL OF HIGH SCHOOL.

1. *Production*. Land and Natural Agents, Labor, Origin and Office of Capital, Productive Capability of a Community.

2. *Exchange*. Theory of Value, Theory of International Exchanges; Money and its Value, Debased Coin, Seigniorage, Inconvertible Paper Money, Bank Money; Reaction of Exchange upon Production.

3. *Distribution*. Parties to the Distribution of Wealth: Rent, Interest, Profits, Wages, Minor Shares, Reaction of Distribution upon Production.

4. *Consumption*. Subsistence, Population, Appearance of New Economic Wants, Consumption, the Dynamics of Wealth, Reaction of Consumption upon Production.

5. *Application of Economical Principles*. Usury Laws, Banking Functions, Co-operation, Trades Unions and Strikes, Unearned Increment of Land, Political Money, Bi-Metallism, Pauperism, Revenue of the State, Principles of Taxation, Protection and Free Trade.

An attempt is made to interest the pupils deeply in the practical questions of the day. Last year the Bland Silver Bill, the McKinley Tariff Bill, with the majority and minority reports; Blaine's and Gladstone's article in the *North American Review* upon the Tariff, were placed in the hands of the pupils and carefully discussed. This year Henry George's Free Trade and Protection, and McKinley's opening speech upon his bill, receive similar attention. Recent monetary questions: Coin's Financial School. Cash vs. Coin. Single Tax Theory; Public and Private Ownership of Land. Walker's Tract on Bimetallism. Text: WALKER. *Twelve Weeks*.

DRAWING.

CLARISSA ELA UNIVERSITY TEACHER OF DRAWING.

Pupils are led to see the few elementary principles of Freehand, Perspective and Picture-Making. They make large, free drawings from type forms or common objects daily. Drawing from cast in outline and light and shade. *Fifteen weeks.*

OPTIONAL WORK.

Second year German and Mediæval History as given above. High School pupils occasionally obtain permission to take Psychology, Book-keeping, Astronomy, and other branches not in the High School but in the Normal curriculum. Those who expect to teach will find many valuable chances in this direction. There are almost no subjects in the Normal Department curriculum which our pupils, under proper circumstances, have not been allowed to take.

COMMON BRANCHES.

Classes in Spelling, Grammar, Composition, and United States History will be conducted by the High School Teachers. The entrance examination in Arithmetic, Grammar, Geography, and Spelling will contain both required and optional questions. Pupils who, by successfully answering both, prove that they are sufficiently proficient in these subjects, will not be asked to take them in the High School; those who make the necessary average on the required questions only, may be admitted but will be expected to pursue these branches further. Classes in Geography and Arithmetic will be conducted by pupil teachers under the immediate supervision of Charles McMurry, Ph. D., Principal Training Teacher. Pupils admitted otherwise than by examination will be given similar opportunities. Pupils intending to teach are often permitted to take the common branches in the Normal Department. They thus obtain instruction in the methods of teaching these subjects.

Additional Information.

We admit without examination those promoted from our own Grammar Department, holders of first grade certificates, students who have done considerable satisfactory work in high schools of unquestionable standing, graduates of smaller high schools, and the graduates of the Bloomington graded schools who ranked first or second in their respective classes. Other applicants will be examined in reading, spelling, grammar, geography, and arithmetic. We receive students at any time, but preferably at the beginning of the fall or of the winter term.

Patrons are invited to correspond with the principal at any time upon matters affecting the interest of sons or daughters in the school; statements of standing are sent at the close of each term. Either pupils or parents should have, early, a perfect understanding with the principal with regard to their plans.

The State Board of Education has limited the number of possible admissions to one hundred and sixty. There remains room for only a few bright, earnest young people, preferably those who intend to take the straight course and graduate. It is our wish to have, not a large school, but a select one of high grade. Many of our pupils are graduates of high schools offering less favorable opportunities. A recent catalogue shows that in the High School forty-four different counties and six different states were represented. Fifty-six pupils were from the city of Bloomington.

It usually takes four years of hard work to complete our Course; students of exceptional ability, who rid themselves of the common branches upon entrance, and those who have had considerable high school work elsewhere, occasionally do it in less time.

The Grammar-School Department.

The Grammar School is intended for those who wish to prepare for the Normal or High School, or for general business.

Young men and women not fully prepared for the Normal Department are enabled to enter after spending a term or two in the rigorous preparatory drill of the Grammar School; while, to those who are preparing for the High School, it offers excellent academic training. It is in the direct charge of a Principal, and his assistant teachers are under the constant supervision of the Principal Training Teacher.

Pupils often fail in their effort to get a higher education, simply because their elementary education has been poor; hence, great care is taken that each shall be well grounded in elementary knowledge.

Those who wish merely a common-school education will find the course comprehensive enough for all ordinary business purposes. Much care is taken that pupils shall become good penmen, and that they shall acquire a ready knowledge of arithmetic, in order that they may make good accountants. Those more advanced will have the opportunity of studying book-keeping, taught according to the most practical methods.

The grading is such that pupils may take the work which they are best fitted to do; and, during the second year, those who may wisely do so are allowed to take any of the languages in the High School.

The moral influence of the school and its surroundings is good. Vicious boys who are outcasts from other schools will not find admittance here. Saloons and other places of evil resort are not allowed in the town. Tuition is charged at the rate of \$25 a year.

SEVENTH GRADE—FALL TERM.

Arithmetic. Begin page 68. Tests of Divisibility. Factoring, L. C. M., G. C. D. Correct and rapid oral work. Thorough review.

Grammar. Composition and letter writing. Southworth and Goddard, page 1-72.

History. Scudder's Life of George Washington, especially the part bearing on the Revolutionary War.

Reading. Sohrab and Rustum. Tales of the White Hills, Grandmother's Story of Bunker Hill.

Natural Science. Air pressure, pumps, steam engine.

Geography. Type studies on Asia and Africa.

Spelling and Writing. Lists in spelling derived from other lessons. Exercises in vertical script.

WINTER TERM.

Arithmetic. Common and decimal fractions. Compound numbers.

Grammar. Etymology of the noun and its modifiers.

History. Beginnings of the war in Massachusetts and New England. Biography of Samuel Adams.

Reading. Washington's Rules of Conduct, Sella, Thanatopsis, etc. Lamb's Tales of Shakespeare. Declaration of Independence.

Natural Science. Woodhull's simple experiments for the school room.

Geography. Type studies of Australia and Africa. Spelling and Writing as in Fall term.

SPRING TERM.

Arithmetic. Complete compound numbers. Begin Percentage. Cook and Cropsey.

Grammar. Etymology of the verb and its modifiers.

History. Burgoyne's Campaign, Cornwallis' Campaign in the South; Biography of Putnam, Starke, Greene, Schuyler, Marion and Sumter.

Reading. Enoch Arden, Poor Richard's Almanac, The Christmas Carol.

Natural Science. Animal types.

Geography. Type studies of South America and of the whole world.

Writing and Spelling.

EIGHTH GRADE.—FALL TERM.

Arithmetic. Review decimal fractions and Federal and English Money. Advance work, simple percentage to interest. Cook and Cropsey, page 224.

Grammar. Nouns, pronouns, adjectives, adverbs, prepositions, and conjunctions. Analysis and parsing.

History. From the Battle of Yorktown to the election of Washington. The adoption of the Constitution.

Reading. Evangeline, Snow Bound. Webster's Bunker Hill Speech. Tales of the White Hills.

Natural Science. Respiration, circulation and digestion. Temperance teaching in this connection.

Spelling and Essay Work.

WINTER TERM.

Arithmetic. Interest and other applications of percentage. Cook and Cropsey, pp. 224-262.

Grammar. Analysis of a classic. Etymology of verb.

History. Study to the close of John Quincy Adams's administration. Acquisition of territory. Rise of political parties. The steamboat. War of 1812. System of Revenue. Biographies of John Adams and Jefferson.

Reading. Vision of Sir Launfal. Merchant of Venice. Enoch Arden. Selections from Open Sesame, Vol. III.

Natural Science. The eye and ear as related to sight and sound. Physiology of ear and eye. Physics of sound and light.

Spelling and essay work.

SPRING TERM.

Arithmetic. Ratio and Proportion. Involution and Evolution. Mensuration.

Grammar. Analysis of a classic. Review of syntax.

History. Chief topics to close of the Civil War. Internal improvements. Leading inventions and inventors. Leading statesmen and parties. History of Slavery. The war with Mexico. The Civil War. Immigration. Civil Service Reform. Biographies of John Quincy Adams, Daniel Webster and Abraham Lincoln.

Reading. Julius Caesar. Webster's Oration on Adams and Jefferson. Marmion. Sharp Eyes.

Natural Science. Sun, moon, stars and planets, Starland.

Spelling, writing and essay work.

PREPARATORY CLASS.

Arithmetic. Cook & Cropsey pages 68-193. Omit some parts of compound numbers. Careful analysis. Drill on oral problems for accuracy and speed. Illustrate with objects, diagrams, measurements, and practical problems.

Grammar. Chief parts and modifiers in the sentence. Kinds of sentences.

Parts of speech. Analysis of sentences and parsing. Compositions once a month, corrected and rewritten.

Dictionary Work. The Grammar school list with the preparatory principles.

Reading. Tales of the White Hills, Snow Bound, Vision of Sir Launfal, Tales of Shakespeare.

Geography. Study the types of United States and of North America.

Spelling. Derived from words taken from all the regular studies.

SIXTH GRADE.

Spelling, Fall Term. Words from the different branches.

Spelling, Winter Term. See 4th grade.

Reading, Fall Term. Text, Hawthorne's "Grandfather's Chair." Memorize "The Children's Hour." Phonics.

Reading, Winter Term. Courtship of Miles Standish, Snow Bound. Select pieces from Children's Treasury of English Song and from Golden Treasury of Songs and Lyrics. Sight reading of Birds and Bees.

Arithmetic, Fall Term. Text, "Cook & Cropsey." A thorough review of fractions, common and decimal. Compound numbers. Develop tables by performing measurements. Areas of rectangle, triangle, rhombus. Area of walls, of room, ceiling, carpeting rooms; matching patterns. Number of fence boards for a fence. Division of large body of land into smaller bodies. Use diagrams when possible. Illustrative, concrete examples. Mental drill in rapid addition, subtraction, etc.; prime numbers, factors.

Arithmetic, Winter Term. Review fractions (common and decimal), compound numbers, measurements. Practice in quick abstract work. Complete Cook and Cropsey's Elementary Arithmetic from page 288.

Geography, Fall Term. Text, "Our American Neighbors," "Fishing off Newfoundland," "Winter Sports in Canada," "French Canadian Farm Life," "The Canadian Lumberman," "The Canadian Prairies," "Location, Boundary, and Bird's-Eye View of the Physical features of Canada."

Geography, Winter Term. The City of Mexico; the Rocky Mountains; North America as a whole; the British Isles; commerce and navy of England, London, Glasgow, Manchester, Oxford.

Language, Fall Term. Composition work, letter form, material drawn from *real* studies. Oral, follow Bright's outlines. Formation of plurals. Subject, predicate, adjectives. Oral work indicated in each child's "Outline Book."

Language, Winter Term. Review (Bright). Take 6th Grade Work; regular composition exercises; select lessons from DeGarmo's No. 4.

Drawing, Fall Term.

1. Drawings of fruits and vegetables, the apple, potato, squash, tomato.
2. The horizon line.

3. Appearance above or below horizon line of the horizontal circle.
4. Appearance of vertical cylinder. Objects based on it: Cuff, tumbler, can of fruit.
5. Center of vision.
6. Appearance of vertical circle to left or right of C. V.
7. The horizontal cylinder in seven different positions.
8. Objects based upon horizontal cylinder: muff, rolling pin.

Writing, Fall Term. Position complete; forearm movement; form; small letters; figures; Normal review system.

Natural Science, Fall Term. Honey Bee, bumble bee, grasshopper, cricket, dragon-fly, butterfly (life history complete), frog. Campus excursions for study of trees, insects, and preparations for winter.

Natural Science, Winter Term. Cold, heat, storms, freezing, barometer, expansion and contraction of bodies, thermometer (mercury), steam engine, light, prism, refraction, reflection, telescope, microscope, the planets, animalcula, gunpowder, guns and cannon (forts and ships), volcanoes, town geology.

History, Fall Term. Moore's "Puritans and Pilgrims." Begin "Autobiography of Franklin." Hold for review purposes. Outlines in "Outline Book."

History, Winter Term. Continue life of Franklin; New England under Andros; Virginia during Colonial Times; New York and the Five Nations.

SPRING TERM.

Spelling—As in 3d grade; 15 words a lesson.

Reading—Phonics. Review. Table of Cognates. Use of the dictionary. Memory selections. Irving's Sketch Book. Hunting of the Deer, etc. Arithmetic—Cook and Cropsey, pp. 68-126. Second Book. Daily oral drill.

Geography—The British Isles and France. Type studies.

Language—Letters and business forms. Bright, 6th year. DeGarmo No. 4.

Drawing—See 5th grade.

History—New York. Pennsylvania. Carolina. Georgia.

Natural Science—The native forest trees of Illinois; their distribution and use.

FIFTH GRADE.

Spelling, Fall Term. Words from the different branches.

Reading, Fall Term. Hiawatha. Memorizing of three selections from same. Phonics. All vowel sounds. Diphthongs. Use of Dictionary.

Reading, Winter Term. Black Beauty, Songs of Labor. Selections from Higginson's American Explorers, from Heart of Oak, Nos. 2 and 3, and from Children's Treasury of English Song.

Arithmetic, Fall Term. Text, Cook & Cropsey. Fractions, page 220. Supplement by simple, present, illustrative material. Drill on principles. Decimals; begin page 250; supplement same as above. Use diagrams. U. S. Money; begin page 260. Original bills. Compound Numbers, page 267. Develop table by performing the actual, practical work with apparatus and measures. Drill on tables.

Arithmetic, Winter Term. Review factoring, decimals, page 250. U. S. Money. Quick oral work.

Geography, Fall Term. A sugar plantation of Louisiana. Cattle Ranches. Pike's Peak and vicinity. Irrigation in vicinity of Denver. Hudson River. Sand Modeling of U. S. and Denver vicinity, showing system of irrigation.

Geography, Winter Term. Mt. Washington (White Mountains). Boston (history and commerce). Cotton Mills at Lowell (Merrimac). Ship building at Philadelphia. Oyster fisheries of the Chesapeake (Long Island Sound). City of Washington (government and government buildings). Surface of Virginia (low-lands, mountains). The pineries of Carolina. Alleghany Mountains as a whole.

Language, Fall Term. Letter form; composition form; material drawn from the real studies. Oral, Bright's Outline.

Language, Winter Term. Composition taken from outline topics in other studies. Bright. Review 4th grade. Study 5th grade. DeGarmo, No. 3.

Drawing, Fall Term. First six topics indicated for Sixth Grade, but need more drill on objects based upon the vertical cylinder.

Drawing, Winter Term. Subjects from Geography, History, and Natural Science; e.g., ships, forts, scenery, plants, and animals.

Writing, Fall Term. Same as sixth grade.

Natural Science, Fall Term. Bee; locust; animals at Miller's Park; trees of the campus.

Natural Science, Winter Term. Mineral springs, granite, air pressure (barometer); thermometer (effects of heat and cold); the compass, north star, the moon's phases, the earth as a planet, Indian corn, cotton-plant; the sturgeon, the horse, the rabbit, the oyster, the cod-fish, the whale.

History, Fall Term. Columbus—Teachers' Text; Magellan.

History, Winter Term. Continue Magellan, Cortez, Raleigh, Drake, John Smith.

SPRING TERM.

Spelling—Same as in fall and winter.

Reading—Review of fall and winter work. Table of equivalents. Use of dictionary. Review memory selections. Continue Lays of Ancient Rome. King of the Golden River.

Arithmetic—Cook and Cropsey, pp. 267-292. Measurements. Rapid oral drill.

Geography—City of Washington. Surface of Virginia. Pineries of Carolina. Alleghany Mountains. Oranges in Florida. New York City.

Language—Composition. Letter-writing. Oral exercises. Bright, 5th year. DeGarmo, No. 3.

Drawing—Five type solids in review, square prism, etc.

Writing—As 4th grade.

History—Champlain, Hudson, Cortez, John Smith.

Natural Science—Maple. Oak. Soil. Sunshine. Corn plant.

FOURTH GRADE.

Spelling, Fall Term. Words taken from their different studies. List of words filed each Monday morning by each teacher. Each child preserves his list in a penny note-book.

Spelling, Winter Term. Same plan as above.

Reading, Fall Term. Hawthorne's "Wonder Book," The Golden Touch, The Three Golden Apples, The Chimæra, Phonics.

Reading, Winter Term. Gods and Heroes, Ulysses Among the Phæacians, Selections from Open Sesame No. 1 and No. 2. Kingsley's Water Babies, for sight reading.

Arithmetic, Fall Term. Multiplication tables through the 12's. *Mental drill.* Rapid addition, subtraction; simple fractional parts, as $\frac{1}{3}$ of 27; $\frac{2}{3}$ of 30; $\frac{1}{2}$ of 40, etc. Add and subtract three, four, and five-place numbers. Multiply six-place numbers by four-place multiplier. Short division—dividend six-place number. Bills and somewhat of U. S. money. Text, Cook and Cropsey, to p. 173.

Arithmetic, Winter Term. Arabic notations and numeration through nine orders. Much practice in subtraction and multiplication for accuracy and rapidity. Review short division with divisor up to 12. Long division. Develop tables of denominate numbers. With objects and diagrams, show $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{1}{4}$, $\frac{3}{4}$, 2.5, etc.

Geography, Fall Term; Coal mine; Pineries and Lumbering; Lake Superior, St. Mary's Canal and Falls. Other falls in St. Lawrence Basin, Iron Mines of Michigan.

Geography, Winter Term. Corn and live stock in Illinois. Trip on the Upper Mississippi. Minneapolis as a trade center (Wheat Fields of the Northwest). Lake Michigan compared with Lake Superior. Hard-wood forests of Indiana (and Ohio valley). The blast-furnace (Chicago and Pittsburgh). Chicago as a trade center. Tobacco raising in Kentucky. Surface of Tennessee.

Language, Fall Term. Composition; material drawn from History, Science, Geography; letter form. Oral. Bright's Outline, begin. Hold in child's "Outline Book."

Language, Winter Term. Compositions derived from other studies. Bright's Book. Review 3rd Grade. Take 4th Grade work, De Garmo's No. 2, Parts 3 and 4.

Drawing, Fall Term. First six topics indicated for 6th Grade, but need more drill upon objects based upon the vertical cylinder.

Drawing, Winter Term. Topics selected from other studies. Court house; gables of school house; plants.

Writing, Fall Term. Same as 6th Grade.

Natural Science, Fall Term, Bee, bumble bee, honey; grasshopper; frog; opossum. Studies on the campus; sow bug; centipede; pines, spruces, hemlock, cypress.

Natural Science, Winter Term. Gold, water, fire, coal and its origin, iron (its qualities and uses), the sun and sunlight, the air (winds), soil, gunpowder, tobacco, the cat-fish, the buffalo, the beaver, the deer, the wild turkey.

History, Fall Term. Text, "Pioneer History Stories," La Salle, Joliet and Marquette, Hennepin, Lincoln.

History, Winter Term. Boone, Robertson, George Rogers Clark, Lewis and Clarke.

SPRING TERM.

Spelling—As in fall and winter.

Reading—Phonics. Review winter work. Take table of long vowels and diphthongs. Use dictionary. Continue Gods and Heroes. Tanglewood Tales.

Arithmetic—Cook & Cropsey, pp. 199-230.

Geography—Corn and live-stock, hard-wood forests, surface of Tennessee, the Lower Mississippi, cotton, sugar, cattle-ranch.

Language—Letter writing and composition. Bright's Fourth Year. De Garmo, No. 2, parts 3 and 4.

Drawing—Review three type solids, sphere, cube, cylinder. Add other type solids, square, prism, etc.

Writing—T, F, H, R, P, K, B. 1-9. Movement exercises.

History—Cincinnati, Lewis & Clarke. Fremont, DeSoto.

Natural Science—Oak, maple, soil, sunlight, corn-plant.

THIRD GRADE.—FALL TERM.

Spelling—Words secured from lessons in other branches. Twelve words constitute a lesson. Every fifth lesson a review. Work corrected daily. Sherwood's Writing Speller.

Reading—Phonics ten minutes daily. Tables of sonants, non-sonants, liquids. Read from Scudder's "Fable, and Folk Lore," pp. 81-103, pp. 109-136, pp. 160-169, Stickney's Aesop's Fables, pp. 114-165. From "Heart of

Oak" No. 2, read Ali Baba, Aladdin, Jack, the Giant Killer, The Children of the Wood. From Wiggin's "Story Hour" read the First Thanksgiving Day and the Story of Christmas. •

Arithmetic—Thorough review of the tables in addition, subtraction, and multiplication through 20. Addition of columns of numbers not larger than four-place. Fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, 1-5 of all numbers to 100. Arabic notation and numeration through millions. Roman from 1-100. Multiplication tables, through the 8's. Subtract numbers as high as hundred thousands. Multiply three-place numbers by one-place multiplier. Rapid mental work in addition and subtraction. Use present illustrative material. Do much concrete work.

Geography—Excursions: A house in building; the canning factory; a garden in October; the farmer's harvest; the nursery (to see packing); the feeding of cattle and the stockyards; views from the cupola of the I. S. N. U.; the campus slopes, (model relief and drainage in sand); the relief of Miller Park; forest trees in Miller Park; the Bloomington Court House. All excursions described and discussed in class. Topics arranged in logical series and entered by each child in his Outline Book.

Language—Lessons alternate with Geography. Two lessons in five are composition exercises based on topics drawn from the outlines of Literature, Geography, Natural Science. Exercise great care in the use of correct English, in paragraphing, in teaching margin, capitalization, punctuation, in securing the best writing and spelling. Basis of oral work O. T. Bright's "Graded Instruction in English" pp. 1-22. Compositions and oral work accomplished in child's Outline Book.

Drawing—Clay-modeling and drawing of leaves, (sunflower, plantain, burdock, tulip, lilac); of fruits and vegetables (apple, potato, melon, pumpkin, tomato). Type-solids, sphere, cube. Study according to Prang's Primary Manual. Model objects based on same. (Croquet balls, strings of beads, cherries, building blocks). Drill exercise on correct drawing of the horizontal and vertical lines and circles. Position of body, paper, correct pencil-holding.

Writing—Forearm movement, correct position of body and paper. Normal review system, (Vertical edition). Figures. Forms of i, u, w, n, m. Movement exercises each lesson (5 min.). Light touch.

Natural Science—Cockle-bur, milkweed, jimson weed, thistle, cotton plant, grasshopper, bullfrog.

Literature—Hawthorne's "Wonder Book" entire. Oral presentation. Outlines preserved in each child's Outline Book.

WINTER TERM.

Spelling—See plan for Fall Term.

Reading—Phonics ten minutes daily. Review the consonant tables

thoroughly. Add the short vowels. Mark words of one syllable. Read further from Scudder's "Fables and Folk Lore." Read McMurry's Robinson Crusoe. Ten stories from Andersen's Fairy Tales, First Series. From Wiggin's Story Hour, "Little George Washington."

Arithmetic—Arabic notation and numeration through six orders. Roman through M. Multiplication tables through twelves. Multiply with multiplier of not more than three figures. Short divisions—divisors up to twelve. Much drill in rapid oral and written work in the four operations. Concrete work fifteen minutes daily.

Geography—Excursions; feed-mill; carpenter shop; blacksmith shop; greenhouse, (to note system of heating especially); the town council; the policeman; the nursery (to see grafting); the garret of the Practice School; our boiler house to study our system of heating and ventilation. All fully discussed in the class; false notions corrected. Outlines preserved. Oral Presentation of Andrew's "Seven Little Sisters." Study of the world-whole and the chief land masses.

Language—Composition plan the same as for the Fall term. Basis of oral instruction, "Bright's Graded Instruction in English, "Second Year," and DeGarmo's Language work, No. 2; use first and second part. Give extended practice in use.

Drawing—Plan the same as for the Fall. To the type solids add the cylinder and cone. Study and draw views and appearance above and below the level of the eye. Draw objects based on the solids. Secure good gray lines. Once in two weeks a dictation exercise.

Natural Science—The stars and large constellations. The moon and its changes. Iron and its uses. Tin, banana, geranium, begonias, roses, carnations, lilies. Coffee and tea plants.

Writing—Advance with the one-space letters as rapidly as class will permit. Write words containing these letters. Five minute movement exercise daily.

Literature—Hawthorne's "Tanglewood Tales" complete. Oral presentation.

SPRING TERM.

Spelling—Plan the same as for Fall Term.

Reading—Thorough review of all phonic tables; add the long vowels and diphthongs; marking of dissyllables, (ten minutes daily). Furnish "Æsops Fables" and Andersen's Fairy Tales—first series. Continue "Heart of Oak." No. 2. Memorize selections from Open Sesame, Vol. I.

Arithmetic—Review the multiplication tables. Multiply with multipliers not more than four figures. Review short division. Long division, divisors not to exceed 25. Frequent drill in rapid oral and written work in the fundamental operations. Cook and Cropsey pp. 123-160. In solving problems

teach the children to see given elements, the nature of the required quantity, and the operations to be performed to obtain the latter.

Geography--Excursions: Grocery; shoemaker's shop; tin shop; planing mill; wagon shop; machine shop; electric light plant; station agent's work; telegraph agent's work; C. A. & St. L. R. R. shops. Plan of discussion noted in Fall Term. Andrew's Seven Little Sisters continued. Continue study of the world whole.

Language--Composition plan same as noted in Fall Term. Letter writing. Oral work based on Bright's Third Year.

Drawing--Drawing and modeling of leaves, twigs, fruits, vegetables. Study the hemisphere by comparison with previous solids studies. Model Agoonack's house; meat block; toad-stool. Draw on and below the level of the eye Draw a bowl.

Drawing--Finish thoroughly the one-space letters. Work for freedom and speed. Review figures. Movement exercise daily.

Science--The robin, woodpecker, bluebird, chicken.

Literature--Lamb's "Adventures of Ulysses." Church's "Story of the Iliad."

SECOND GRADE.

LITERATURE--FIRST TERM--FALL.

Robinson Crusoe, chapters 1-10.

SECOND TERM--WINTER.

Robinson Crusoe, chapters 11-20.

THIRD TERM--SPRING.

Robinson Crusoe, chapters 21-29.

For method of teaching see Robinson Crusoe for "Boys and Girls," Teachers' Edition.

NATURE STUDY.

FIRST TERM--FALL.

- (a) Continue and complete study of apple and plum, begun in spring.
- (b) The Grape, ripened fruit on vine.
- (c) Watermelon and Muskmelon from flower to fruit.
- (d) Cabbage butterfly.
- (e) Caterpillars frequenting any of the trees previously studied or the Grape.

(f) Turtle.

(g) Wheat.

SECOND TERM--WINTER.

(a) Snow crystals.

(b) Salt, sulphur, and Quartz crystals by comparison with snow crystals.

(c) Parrot.

(d) Crow and owl by comparison with Parrot.

(e) Goat (by comparison with sheep, if the latter has already been studied).

(f) Arrival of early spring birds—time noted.

(g) Watch for any change in the buds of soft maple, elm, and two willow trees, one with pollen bearing flowers, the other with seeds.

THIRD TERM—SPRING.

(a) Continuation of study of trees as in (g) above.

(b) Blue birds and yellow-winged woodpeckers.

(c) Seeds of melon, orange, lemon, and grape sown. Watch development.

(d) Grape—buds and blossoms.

(e) Violet.

(f) Honey bee.

READING FOR THE YEAR.

(a) "Classic stories for the Little Ones."

(b) "Nature Stories for Young Readers," Vol. I and II, connected with Nature Study.

(c) Poems connected with Literature and Nature Study.

(d) Grimm's Fairy Tales, Vol. I. Wiltse. For method see McMurry's Special Method in Reading.

NUMBER FOR THE YEAR.

(a) Forty-five facts in addition, part of this being review.

(b) Addition of single columns of figures by grasping the tens, sum not to exceed 20; thus, add 7, 4, 3, 2; the children see a ten in the seven and the three which put with the four and two makes sixteen.

(c) Addition of two-placed numbers, sum of neither column to exceed nine.

(d) Since $3+4=7$, $13+4+17$ and $23+4=27$, etc. Similar additions carried to 100.

(e) Understanding of all two-placed numbers as composed of tens and units.

(f) Subtractions suggested by (a) and (c).

(g) Figures, Roman numerals, and names of numbers, 10-100.

(h) All tables of compound numbers in common use not already learned in first year. The latter tables reviewed.

(i) Divisions, Multiplications, and Partitions, 10-20.

(j) Multiplication tables of 2's, 5's and 10's. This work is largely concrete, the Nature Study and Literature furnishing material for the problems.

Hall's Arithmetic Reader is used in Review.

WRITING FOR THE YEAR.

Capital letters singly and in proper nouns taken from the other studies
e. g. A—April. B—Barri. C—Crusoe. Upright Script.

WRITTEN LANGUAGE.

(a) Stories based on Nature Study and Literature, the sentences being connected in thought.

(b) Poems copied.

(c) Short stories reproduced by children as tests. In addition to the points insisted upon in the first year, the children learn to paragraph.

SPELLING.

Words needed for Written Language spelled phonetically and written. Many sentences are dictated in reviewing the spelling of the words.

FIRST PRIMARY—LITERATURE.

First Term—Fall. Stories 1-6 in "Classic Stories for the Little Ones."

Second Term—Winter. Stories 7-11.

Third Term—Spring. Stories 12-15.

Nature Study—First Term. Fall.

1. Life History of Dog, Cow, Sheep, Squirrel, Rabbit, Mouse, Rat. 2. Preparation of familiar trees with large buds as walnut, hickory, buckeye, and poplars, for winter rest, associated with gathering of autumn leaves.

Second Term—Winter. 1. Winter study of Austrian Pine as type of Evergreen Trees. 2. Scotch Pine, Hemlock and Norway Spruce by comparison with Austrian Pine. 3. Horse, Cat. 4. Chicken (Type of birds).

Third Term—Spring. 1. Plant seeds of Lima bean, sweet peas and corn, watch development throughout term. 2. Buds of Apple, Cherry, and Plum. This study is begun before the buds are swollen at all. The study of the cherry is continued until cherries are ripe, and the other fruits are watched throughout the term. 3. Duck (type of water bird). 4. Goose by comparison with the duck.

Reading, First Term—Fall. 1. Selection from "Verse and Prose for Beginners." 2. Cyr's Primer, pp. 1-25.

Second Term—Winter. 1. Selection from "Verse and Prose for Beginners." 2. Cyr's Primer, completed. 3. Æsop's Fables adapted.

Third Term—Spring. 1. Selections from "Verse and Prose." 2. Selections from "Nature Stories for Young Readers." 3. Poems from the board on printed slips.

Phonics, First Term—Fall. Sounds of simple short vowels; sounds of consonants in common use, only one sound being given to a letter.

Second Term—Winter. Simple long sounds of vowels; consonant sounds not previously learned. Diphthongs. Sounds marked this term.

Third Term—Spring. All sounds in use by the children not previously learned.

Writing, First Term—Fall. The simplest letters, such as i, u, w, n, m, etc. in upright script. These combined into words which the children have learned to recognize in reading.

Second and Third Terms—Winter and Spring. Remainder of small letters, used in words as above indicated.

NUMBER.—FIRST YEAR.

1. Combinations through ten learned largely in the Science work.
2. Many concrete problems dealing with Literature and Science—topics.

WRITTEN LANGUAGE—FIRST YEAR.

(a) Names of objects studied in Literature and Science. (b) Short stories derived from the same source. All sentences begun with capital letters and close with a period.

DRAWING—THE FIRST TWO YEARS.

(a) Drawing of objects studied in Science, the object being placed before the child, he doing his best to represent it.

Some of these objects are molded, as the eggs and nest of the robin, beans and peas in the pod, the horse's shoe, the chicken's foot, cones of the pine.

Some are also cut from colored papers and pasted, the children themselves matching the colors, e. g., leaves on an apple twig, the ripened fruit of the apple, cherry and plum, beans in the pod.

(b) The stories which the children learn and Robinson Crusoe are illustrated by them, they representing on paper what is in their minds, e. g., they picture the little fir tree in its home in the forest, the rabbit jumping over it. Robinson Crusoe is pictured in his home with his little animal family about him.

SPELLING—FIRST YEAR.

Phonetic and written spelling of words used in the Written Language.

Calendar for 1895-6.

The school year of 39 weeks is divided into three terms.

The first term of 15 weeks begins on Monday, September 9, 1895, and closes on Thursday, December 19. Examinations at the close of the term. Annual Contest of Literary Societies on Thursday evening, Dec. 19. Semi-annual meeting of the Board of Education on Wednesday, December 4.

Vacation of one week.

The second term begins on Monday, Dec. 30, 1895, and closes on Thursday, March 19. Examinations at the end of the term.

Vacation of one week.

The third term begins on Monday, March 30, and closes on Wednesday, June 17. Examinations during the last week of the term. Annual meeting of the Alumni June 17. Annual meeting of the Board of Education on Wednesday, June 17. Commencement exercises on Thursday, June 18.

Special term for teachers opens May 25, and continues three weeks.

Vacation of twelve weeks.

The new school year opens on Monday, September 14, 1895.

PUPIL-TEACHERS.

* FIRST CLASS.

BARRETT, MABEL W.
BOULTER, MARY B.
CHRISHOLM, EVA M.
GRAINEY, JESSIE
GRATTAN, MARTHA A.
HAMMOND, PHEBE
HANNA, MARGARET
KATES, CHARLOTTE M.
MIZE, EDITH
MORGAN, EMMA
MARTIN, LIZZIE E.
MOULTON, JULIA A.
MOULTON, MARIA E.
O'NEIL, LAVINIA
REYNOLDS, ELLEN T.
SCHULTE, ANNA B.
SCHLATTERER, ELLA
SCHLATTERER, LAURA
SILVIUS, IDA E.
SMITH, A. MARION
STEAGALL, MARY M.
THOMSON, MABEL

ARNETT, JAMES HORATIO
BIRNEY, THOMAS M.

CARSON, FRANKLIN B.
COTHERN, WILLIAM R.
EDMUNDS, HENRY H.
FISHER, JOHN W.
GALLABER, L. T.
HEDGES, WILLIAM E.
HENDRICKS, EDWARD
HEYWARD, AARON
HILLYER, THOMAS A.
HUTCHINSON, J. M.
JEFFERS, GRANVILLE
LAW, CHARLES T.
LINDLEY, FRANK
LOVE, JUSTIN J.
MARKER, GEORGE E.
MELVILLE, ANDREW H.
MEYER, OTTO
PUSEY, W. B.
SAWYER, J. H.
SHAUB, PHILIP H.
STRONG, J. A.
TIFFANY, REUBEN
TRAVIS, CLYDE R.
WORTMAN, THOMAS B.

* SECOND CLASS.

ARBOGAST, ANNA B.
BOWMAN, BERTHA ELINOR
CLANAHAN, MYRTLE
DICKY, DAISIE D.
HOBART, MARY FLORENCE
IRVING, ELIZABETH
KUHN, ADA
MORSE, ANNA
RABER, LOUEMMA
REED, JULIA A.
SCHÆFFER, ELIZABETH
STARKEY, JENNIE

COMPTON, DWIGHT
COWAN, ALLAN D.
CURTIS, FREDERIC G.
DOUD, HERMAN
LEHMAN, PAUL H.
MEIER, WM. H. D.
NEWMAN, ORRIS
QUICK, EDWARD W.
PRICER, CHARLES A.
STINE, J. CARL
WHITE, FRED G.
WHETSEL, WM. J.
WORLEY, ROBERT E.

*The first class consists of those who have taught four full terms of approved work in the Practice School. The second class has taught at least three terms, the third class two terms and the fourth class one term in the Practice School.

THIRD CLASS.

ACKERMAN, LOLA
ARBOGAST, SADIE E.
BOYCE, EVA
BROWN, EMMA
BUCHHOLZ, LAURA
CAMPBELL, FLORA E.
CANNADY, MINNIE L.
CHANEY, NELLIE E.
FISHER, LIZZIE
GALLOWAY, BLANCHE
GREEN, MABEL
HALL, ELIZABETH
HALLOCK, MABEL L.
HAYDEN, ROSA M.
HINCKLEY, ZENOBIA RUTH
HOLLY, LAURA
INGALLS, GRACE
JOHNSON, CLAUDIA NATALIE
JOHNSTON, JENNIE ALICE
LEGGETT, MRS. SARAH A. L.
LIGGITT, MYRTLE M.
LYONS, MARIEN
MILLER, BERTHA
NANCE, MAY EFFIGENE
NIXON, ANNA C.
PORTER, EVA A.

REED, STELLA
RHINESMITH, WILHELMINA
RUSSELL, I. MABEL
SMITH, LUCRETIA
SWISHER, GRACE
TRAVER, RUBY
WALKER, HELEN M.
WENBERG, HARRIET
WRIGHT, EMILY.

BOGARDUS, FRANK S.
CLARK, SAMUEL C.
DUNLEVY, D. WILSON
FOX, HARRY
GREAVES, THOMAS
HALL, JOHN C.
JEFFERS, FRANCIS M.
MARTIN, WILLIAM
MCKINNEY, J. E.
MIZE, A. ROY
NICHOLS, EDGAR F.
PAGE, JOHN T.
PIKE, WALTER
STOKES, GEORGE C.
WILSON, JOHN T.

FOURTH CLASS.

ALSPAUGH, EFFIE
BAKER, ESTELLE
BLACK, MAUD J.
BLAND, ROSE
BLAND, HATTIE
BOOMER, JESSIE L.
BRUNNER, SIDONIA
BUTLER, NINA J.
BURKHOLDER, MARTHA
CARLSON, ALMA
CARPENTER, MRS. CARRIE M.
CARSON, ROSA I.
CHRISTY, JESSIE
CLANAHAN, LUCY
CONDELL, ELIZABETH
COOPER, MABEL
COWLES, BESSIE A.
CRASKE, FRANCES CLARKE
FENTON, GRACE
FLOREY, MINNIE A.

HARRIS, ELLA M.
HILTS, LAURA
HOLLINGSWORTH, GRACE
HOOVER, GRACE
JOHNSTON, GERTRUDE MAUDE
KILLAM, ANNA BELLE
KOFOID, NELLIE
MARKLAND, MUSA
MCCORD, GRACE
MILLER, EMILY
MOON, EVA M.
MURRAY, MYRTLE
PARKER, LEONORA S.
PHILLIPS, ALICE
PORTER, GEORGIA
RANDOLPH, ALMA
SCOTT, RUTH R.
UNDERWOOD, ADELIA
WELLS, HELEN

STUDENTS.

POST-GRADUATE AND SPECIAL.

| NAMES. | COUNTY. | POSTOFFICE. |
|--------------------------|-------------------|--------------------|
| FitzGerald, Nellie | <i>McLean,</i> | <i>Bloomington</i> |
| Hotsenpiller, Mary Emma | <i>McLean,</i> | <i>Lexington</i> |
| Baker, Burl P. | <i>McLean,</i> | <i>Downs</i> |
| Crapp, Leverette H. | <i>McLean,</i> | <i>Normal</i> |
| Hall, Garnett Ray | <i>Knorr,</i> | <i>Abingdon</i> |
| Moore, Ben C. | <i>Tazewell,</i> | <i>Mackinaw</i> |
| Pike, Curtis F. | <i>Madison,</i> | <i>St. Jacobs</i> |
| Thornhill, Eugene Algier | <i>Christian,</i> | <i>Taylorville</i> |
| Turner, Winfield | <i>Putnam,</i> | <i>Hennepin</i> |

SENIOR CLASS.

| | | |
|------------------------------|---------------------|------------------------|
| Baller, Fannie | <i>McLean,</i> | <i>Normal</i> |
| Barrett, Mabel Winslow | <i>McLean,</i> | <i>Normal</i> |
| Boulter, Mary Bertha | <i>Macoupin,</i> | <i>Brighton</i> |
| Grattan, Martha Alice | <i>Winnebago</i> | <i>Durand</i> |
| Hammond, Phebe | <i>Brown,</i> | <i>Mt. Sterling</i> |
| Hanna, Margaret | <i>Rock Island,</i> | <i>Coal Valley</i> |
| Morgan, Mary Emma | <i>Mercer,</i> | <i>Aledo</i> |
| Phillips, Nellie Maria | <i>McLean,</i> | <i>Normal</i> |
| Raber, Louemma | <i>Jo Daviess,</i> | <i>Willow</i> |
| Schulte, Anna Barbara | <i>Randolph,</i> | <i>Chester</i> |
| Smith, Agnes Marion | <i>Cook,</i> | <i>Avondale</i> |
| Thomson, Laura Mabel | <i>Cook,</i> | <i>Bartlett</i> |
| Cothern, William Ross | <i>Ford,</i> | <i>Guthrie</i> |
| Curtis, Frederick George | <i>Edwards,</i> | <i>Albion</i> |
| Edmunds, Henry Hugh | <i>Grundy,</i> | <i>Gardner</i> |
| Fisher, John William | <i>Stephenson,</i> | <i>Orangeville</i> |
| Hedges, William E | <i>Piatt</i> | <i>Cisco</i> |
| Hendricks, Edward Richard | <i>Kane,</i> | <i>Carpentersville</i> |
| Hillyer, Thomas Arthur | <i>Schuyler,</i> | <i>Brooklyn</i> |
| Hursh, Samuel B | <i>Whiteside</i> | <i>Sterling</i> |
| Hutchinson, Joseph McNichols | <i>Christian,</i> | <i>Pana</i> |
| Jeffers, Granville Bond | <i>Douglas,</i> | <i>Hayes</i> |
| Lindley, Frank | <i>Iroquois,</i> | <i>Loda</i> |
| Love, Justin Jay | <i>Shelby,</i> | <i>Moavequa</i> |
| Marker, George Edward | <i>McLean,</i> | <i>Normal</i> |

| NAMES. | COUNTY. | POSTOFFICE. |
|-------------------------|--------------------|---------------------|
| Melville, Andrew Hutton | <i>Will,</i> | <i>Peotone</i> |
| Posey, Chessley Justin | <i>Clinton,</i> | <i>Carlyle</i> |
| Sawyer, John Henry | <i>Coles,</i> | <i>Mattoon</i> |
| Tiffany, Reuben | <i>Jo Daviess,</i> | <i>Plum River</i> |
| Travis, Clyde Renal | <i>Shelby,</i> | <i>Prairie Home</i> |
| Wortman, Thomas Brinton | <i>Shelby,</i> | <i>Shelbyville</i> |

STUDENTS WHO HAVE COMPLETED TWO YEARS WORK OR MORE.

| | | |
|------------------------------|--------------------|---------------------|
| Arbogast, Anna Belle | <i>McLean,</i> | <i>Normal</i> |
| Arbogast, Sadie Emma | <i>McLean,</i> | <i>Normal</i> |
| Baker, Estelle Katherine | <i>St. Clair,</i> | <i>Belleville</i> |
| Black, Maud Josephine | <i>La Salle,</i> | <i>Mendota</i> |
| Boyce, Eva Belle | <i>*McLean,</i> | <i>Bloomington</i> |
| Bullock, Jessie Jane | <i>Woodford,</i> | <i>Eureka</i> |
| Burner, Ethel Louise | <i>Clark,</i> | <i>Martinsville</i> |
| Campbell, Flora Evangeline | <i>Adams,</i> | <i>Camp Point</i> |
| Carpenter, Mrs. Carrie Maria | <i>Putnam,</i> | <i>Henry</i> |
| Chisholm, Eva May | <i>De Witt,</i> | <i>Farmer City</i> |
| Clanahan, Lucy Maude | <i>Pope,</i> | <i>Golconda</i> |
| Clanahan, Myrtle | <i>Pope,</i> | <i>Golconda</i> |
| Dickey, Daisy Dell | <i>Henry,</i> | <i>Kewanee</i> |
| Galloway, Blanche Isabelle | <i>La Salle,</i> | <i>Marseilles</i> |
| Grainey, Jessie Agnes | <i>Madison,</i> | <i>Edwardsville</i> |
| Hall, Elizabeth Twining | <i>McLean,</i> | <i>Downs</i> |
| Heustis, Frances | <i>Crawford,</i> | <i>Robinson</i> |
| Hinckley, Zenobia Ruth | <i>St. Clair,</i> | <i>Belleville</i> |
| Hobart, Florence Mary | <i>Iroquois,</i> | <i>Gilman</i> |
| Kates, Charlotte Marguerite | <i>McLean,</i> | <i>Bloomington</i> |
| Kuhns, Ada Anna | <i>McLean,</i> | <i>Bloomington</i> |
| Liggitt, Myrtle Margaret | <i>Livingston,</i> | <i>Nevada</i> |
| Lyons, Ida Marien | <i>Marion,</i> | <i>Centralia</i> |
| Miller, Emily Platt | <i>Lake,</i> | <i>Waukegan</i> |
| Mize, Edith Belle | <i>Madison,</i> | <i>Manix</i> |
| Moulton, Julia Aurelia | <i>Kendall,</i> | <i>Pavilion</i> |
| Moulton, Maria Electa | <i>Kendall,</i> | <i>Pavilion</i> |
| Nance, May Effigene | <i>McDonough,</i> | <i>Bushnell</i> |

These names marked with a star are names of persons who have given their pledge of intention to teach and who are pursuing the regular Normal Course; but by reason of residence in McLean county, or wishing to be free to teach in other States, or because not of legal age for admission, they have not been admitted to the Normal School as State beneficiaries. They pay tuition as Model Students at the rate of \$39 a year.

| NAMES. | COUNTY. | POSTOFFICE. |
|--------------------------------|--------------------|---------------------|
| Newman, Mrs. Jennie Emma | <i>Edgar,</i> | <i>Metcalf</i> |
| Patterson, Alice J. | <i>McLean,</i> | <i>Normal</i> |
| Perry, Pearl Myrtle | <i>Livingston,</i> | <i>Cornell</i> |
| Reed, Julia Adelaide | <i>Henderson,</i> | <i>Reed</i> |
| Reed, Stella Eunice | <i>Stark,</i> | <i>Bradford</i> |
| Remmers, Sarah Mary | <i>Kendall,</i> | <i>Yorkville</i> |
| Sabin, Mary Esther | <i>Will</i> | <i>Wilmington</i> |
| Schaeffer, Elizabeth Taylor | <i>*McLean,</i> | <i>Normal</i> |
| Steagall, Mary Minerva | <i>Pope,</i> | <i>Gilconda</i> |
| Traver, Ruby Linda | <i>DuPage,</i> | <i>Wheaton</i> |
| Washburn, Emma Frances | <i>*McLean,</i> | <i>Bloomington</i> |
| Winner, Louise | <i>White,</i> | <i>Carmi</i> |
| Arnett, James Horatio | <i>(Ohio),</i> | <i>New Market</i> |
| Birney, Thomas M. | <i>*McLean,</i> | <i>Normal</i> |
| Black, Jesse | <i>Tazewell,</i> | <i>Green Valley</i> |
| Boord, Clarence Newton | <i>Vermilion,</i> | <i>Fithian</i> |
| Carson, Franklin Benjamin | <i>Washington,</i> | <i>Richview</i> |
| Cowan, Alan Dewain | <i>Mason,</i> | <i>Easton</i> |
| Doud, Herman | <i>Hancock,</i> | <i>Ferris</i> |
| Dunlevy, Daniel Wilson | <i>Woodford,</i> | <i>El Paso</i> |
| Echols, Chester Madison | <i>Hamilton,</i> | <i>McLeansboro</i> |
| Fox, Harry Bert | <i>La Salle,</i> | <i>Peru</i> |
| Gallaher, Lewis Theron | <i>Putnam,</i> | <i>Mt. Palatine</i> |
| Greaves, Thomas Henry | <i>Shelby,</i> | <i>Moavequa</i> |
| Hall, John Calvin | <i>McLean,</i> | <i>Downs</i> |
| Heinzleman, Jacob Harold | <i>Ford,</i> | <i>Melvin</i> |
| Heyward, Aaron | <i>DeKalb,</i> | <i>Kirkland</i> |
| Hinckle, Luther Calvin | <i>Macoupin,</i> | <i>Girard</i> |
| Johnson, Riley Oren | <i>Coles,</i> | <i>Hindsboro</i> |
| Law, Charles Thomas | <i>Christian,</i> | <i>Rosamond</i> |
| Lehman, Paul Harris | <i>Adams,</i> | <i>Payson</i> |
| McKinney, John Earnest | <i>Macon,</i> | <i>Argenta</i> |
| Martin, William Woodrow | <i>Tazewell,</i> | <i>Green Valley</i> |
| Meier, William Herman Dietrich | <i>Scott,</i> | <i>Riggston</i> |
| Meyer, Otto Sylvester | <i>DeKalb,</i> | <i>Kirkland</i> |
| Newman, Orris Hayden | <i>Henry,</i> | <i>Nekoma</i> |
| Nichols, Edgar Fremont | <i>DeKalb,</i> | <i>Kirkland</i> |
| Page, John Thomas Williams | <i>Macoupin,</i> | <i>Girard</i> |
| Patch, Fred Granville | <i>Warren,</i> | <i>Roseville</i> |
| Perry, Benjamin | <i>Ford,</i> | <i>Melvin</i> |
| Pike, Walter Franklin | <i>Madison,</i> | <i>St. Jacobs</i> |
| Price, Harry Brusha | <i>Shelby,</i> | <i>Oconee</i> |

| NAMES. | COUNTY. | POSTOFFICE. |
|--------------------------|---------------------|-------------------|
| Pusey, William Burrell | <i>La Salle,</i> | <i>Marseilles</i> |
| Quick, Edward William | <i>Rock Island,</i> | <i>Hillsdale</i> |
| Shaub, Philip Harmon | <i>Madison,</i> | <i>Marine</i> |
| Strain, Edgar Wilson | <i>Montgomery,</i> | <i>Hillsboro</i> |
| Strong, John Arthur | <i>Warren,</i> | <i>Roseville</i> |
| Whetsel, William Jackson | <i>Woodford,</i> | <i>Secor</i> |
| White, Fred Grant | <i>Livingston,</i> | <i>Blackstone</i> |
| Worley, Robert Edwin | <i>Woodford,</i> | <i>El Paso</i> |
| Zoll, Oliver Roland | <i>Fulton,</i> | <i>Lewistown</i> |

STUDENTS WHO HAVE COMPLETED ONE YEAR'S WORK OR MORE, BUT NOT
TWO YEARS.

| | | |
|----------------------------|---------------------|------------------------|
| Ackerman, Lola E. | <i>Woodford,</i> | <i>Kappa</i> |
| Adams, Sarah Ellen | <i>Jefferson,</i> | <i>Opdyke</i> |
| Allen, Katherine Alexis | <i>Rock Island,</i> | <i>Rural</i> |
| Askins, Lizzie | <i>Shelby,</i> | <i>Lakewood</i> |
| Baker, Cora Ethel | <i>Shelby,</i> | <i>Prairie Home</i> |
| Baker, Lou | <i>*McLean,</i> | <i>Downs</i> |
| Baldwin, Cass | <i>Whiteside,</i> | <i>Prophetstown</i> |
| Barradell, May Annie | <i>Whiteside,</i> | <i>Prophetstown</i> |
| Bartlett, Margaret | <i>Cass,</i> | <i>Beardstown</i> |
| Beatty, Sarah Jane | <i>St. Clair,</i> | <i>Mascoutah</i> |
| Bland, Hattie | <i>Shelby,</i> | <i>Shelbyville</i> |
| Bland, Rose | <i>Shelby,</i> | <i>Shelbyville</i> |
| Boomer, Jessie Leana | <i>Kendall,</i> | <i>Yorkville</i> |
| Bowman, Bertha Ann | <i>Rock Island,</i> | <i>Rock Island</i> |
| Brown, Emma Mary | <i>(Ohio),</i> | <i>Hamden Junction</i> |
| Brown, Gertrude Lizzie | <i>*McLean,</i> | <i>Heyworth</i> |
| Brunner, Sidonia Emelia | <i>La Salle,</i> | <i>Peru</i> |
| Buchholz, Laura | <i>Ford,</i> | <i>Melvin</i> |
| Bullington, Dell Winnie | <i>Douglas,</i> | <i>Tuscola</i> |
| Burkholder, Martha E. | <i>Whiteside,</i> | <i>Sterling</i> |
| Butler, Nina Julia | <i>McHenry,</i> | <i>Huntley</i> |
| Butterfield, Barbara | <i>La Salle,</i> | <i>Ottawa</i> |
| Campbell, Prudence Overton | <i>Fulton,</i> | <i>Lewistown</i> |
| Cannady, Minnie Lee | <i>St. Clair,</i> | <i>Mascoutah</i> |
| Carlson, Alma Wilhelmina | <i>McLean,</i> | <i>Bloomington</i> |
| Carpenter, Kate Edna | <i>Stark,</i> | <i>Wyoming</i> |
| Carr, Lottie Angie | <i>La Salle,</i> | <i>La Salle</i> |
| Carson, Rosa Iola | <i>Macoupin,</i> | <i>Medora</i> |

| NAMES. | COUNTY. | POSTOFFICE. |
|----------------------------|---------------------|---------------------|
| Caughey, Adeline Olive | <i>Rock Island,</i> | <i>Coal Valley</i> |
| Cavins, Clara E. | <i>Coles,</i> | <i>Mattoon</i> |
| Chaney, Nellie Edith | <i>Rock Island,</i> | <i>Moline</i> |
| Christy, Jessie Calista | <i>Fulton,</i> | <i>Farmington</i> |
| Clarke, Bessie E. | <i>Warren,</i> | <i>Monmouth</i> |
| Cole, Stella Antoinette | <i>Lake,</i> | <i>Waukegan</i> |
| Colvin, Fanny A. | <i>Putnam,</i> | <i>Mt. Palatine</i> |
| Condell, Elizabeth Aloysia | <i>Macon,</i> | <i>Decatur</i> |
| Connor, Leigh Frances | <i>Will,</i> | <i>Lockport</i> |
| Cooper, Annetta Belle | <i>McLean,</i> | <i>Normal</i> |
| Cooper, Mabel Anna | <i>Jo Daviess,</i> | <i>Hanover</i> |
| Corson, Lulu Belle | <i>McLean,</i> | <i>Normal</i> |
| Cowles, Bessie Abiah | <i>Kankakee,</i> | <i>Kankakee</i> |
| Craske, Frances Clarke | <i>Schuyler,</i> | <i>Rushville</i> |
| Crowder, Louise | <i>*McLean,</i> | <i>Normal</i> |
| Curtis, Macy | <i>*McLean,</i> | <i>Normal</i> |
| Daniel, Leona | <i>St. Clair,</i> | <i>Belleville</i> |
| Davis, Nettie Blanche | <i>Iroquois,</i> | <i>Milford</i> |
| Dickson, Ethel May | <i>Kane,</i> | <i>Hampshire</i> |
| Dougherty, Edith A. | <i>Tazewell,</i> | <i>Washington</i> |
| Downs, Lavina | <i>*McLean,</i> | <i>Downs</i> |
| Edwards, Carlie Anne | <i>McLean,</i> | <i>Normal</i> |
| Eggleston, Adelaide | <i>Mason,</i> | <i>Natrona</i> |
| Emmons, Blanche | <i>Crawford,</i> | <i>Palestine</i> |
| Ernst, Cassie May | <i>Christian,</i> | <i>Assumption</i> |
| Evans, Corrinne Sylvia | <i>Williamson,</i> | <i>Lake Creek</i> |
| Fenton, Grace | <i>Vermilion,</i> | <i>Danville</i> |
| Fillmore, Cora Lena | <i>McHenry,</i> | <i>Richmond</i> |
| Fisher, Lizzie Hannah | <i>Livingston,</i> | <i>Fairbury</i> |
| Florey, Minnie A. | <i>Macon,</i> | <i>Macon</i> |
| Gibson, Anna Lucile | <i>Randolph,</i> | <i>Sparta</i> |
| Goodwin, Edith Ethel | <i>La Salle,</i> | <i>Mendota</i> |
| Greene, Clara Mabel | <i>Marshall,</i> | <i>Lacon</i> |
| Gregory, Catherine Ellen | <i>Peoria,</i> | <i>Trivoli</i> |
| Griffin, Grace Loretta | <i>*McLean,</i> | <i>Bloomington</i> |
| Grisso, Iva | <i>Shelby,</i> | <i>Tower Hill</i> |
| Gunn, Margaret | <i>St. Clair,</i> | <i>Belleville</i> |
| Gunn, Mary Allen | <i>St. Clair,</i> | <i>Belleville</i> |
| Hall, Florence | <i>Stark,</i> | <i>Bradford</i> |
| Harris, Ella Mabel | <i>Rock Island,</i> | <i>Moline</i> |
| Hatch, Lucy Maria | <i>Lee,</i> | <i>Sublette</i> |
| Hayden, Rosa Marcelle | <i>Tazewell,</i> | <i>Washington</i> |

| NAMES. | COUNTY. | POSTOFFICE |
|---------------------------------|---------------------|--------------------------|
| Hehner, Bertha | <i>Macoupin,</i> | <i>Brighton</i> |
| Higgins, Florence Irene | <i>Cook,</i> | <i>Arlington Heights</i> |
| Hilts, Laura | <i>McLean,</i> | <i>Towanda</i> |
| Hollingsworth, Grace Adaline | <i>Henderson,</i> | <i>Rozetta</i> |
| Hollister, Grace Aldora | <i>Iroquois,</i> | <i>Loda</i> |
| Holly, Laura Helen | <i>La Salle,</i> | <i>Peru</i> |
| Huff, Viola E. | <i>Marion,</i> | <i>Salem</i> |
| Hunting, Olive | <i>McLean,</i> | <i>Normal</i> |
| Ingalls, Grace Marie | <i>Lee,</i> | <i>Sublette</i> |
| Irving, Amanda Elizabeth | <i>Warren,</i> | <i>Roseville</i> |
| Jacoby, Katharine | <i>McLean,</i> | <i>Bloomington</i> |
| James, Beulah Maude | <i>Sangamon,</i> | <i>Rochester</i> |
| Johnson, Claudia Nathalie | <i>Rock Island,</i> | <i>Moline</i> |
| Johnson, Sarah | <i>Rock Island,</i> | <i>Edgington</i> |
| Johnston, Gertrude Maude | <i>(Arkansas),</i> | <i>Fort Smith</i> |
| Kaiser, Wilhelmina | <i>Piatt,</i> | <i>Atwood</i> |
| Kanning, Beata Meta | <i>St. Clair,</i> | <i>Mascoutah</i> |
| Keck, Emma Carrie | <i>St. Clair,</i> | <i>Millstadt</i> |
| Kelley, Katharine Margaretta | <i>McLean,</i> | <i>Lexington</i> |
| Kelly, Matie Dell | <i>(Missouri),</i> | <i>Pattonsburg</i> |
| Killam, Anna Dell | <i>Macoupin,</i> | <i>Coner</i> |
| Kneedler, Lauretta Belle | <i>Madison,</i> | <i>Collinsville</i> |
| Laign, Luella | <i>Jo Daviess,</i> | <i>Elizabeth</i> |
| Lange, Otilie Meta | <i>*McLean,</i> | <i>Bloomington</i> |
| Lawrence, Gertrude | <i>Knox,</i> | <i>Knorrville</i> |
| Lee, Emma Louise | <i>Boone,</i> | <i>Clinton, Wis.</i> |
| Leggett, Mrs. Sarah Ann Lowther | <i>Edgar,</i> | <i>Chrisman</i> |
| Loomis, Mina | <i>Whiteside,</i> | <i>Prophetstown</i> |
| McCord, Grace Amanda | <i>Putnam,</i> | <i>Granville</i> |
| McCullough, Helen J. | <i>Livingston,</i> | <i>Cropsey</i> |
| McElhenie, Mary Estella | <i>La Salle,</i> | <i>La Salle</i> |
| McGirr, Mary Lodema | <i>Knox,</i> | <i>Douglas</i> |
| McGorray, Cora Belle | <i>Macon,</i> | <i>Decatur</i> |
| McWherter, Mary Edith | <i>Bond,</i> | <i>Sorrento</i> |
| Maguire, Grace Helen | <i>McLean,</i> | <i>Bloomington</i> |
| Markee, Alma Eugenia | <i>Bureau,</i> | <i>Neponset</i> |
| Markland, Musa | <i>Livingston,</i> | <i>Weston</i> |
| Martin, Lizzie Emily | <i>Rock Island,</i> | <i>Moline</i> |
| Melville, Annabelle | <i>Will,</i> | <i>Peotone</i> |
| Michaelis, Edna Belle | <i>Hancock,</i> | <i>Plymouth</i> |
| Miller, Bertha | <i>DeWitt,</i> | <i>Rowell</i> |
| Miller, Lura Mary | <i>Cumberland,</i> | <i>Toledo</i> |

| NAMES | COUNTY. | POSTOFFICE. |
|------------------------------|---------------------|------------------------|
| Mitchell, Mrs. Bettie | <i>Schuyler,</i> | <i>Browning</i> |
| Mitchell, Martha | <i>Will,</i> | <i>Gooding's Grove</i> |
| Monroe, Grace Adela | <i>McLean,</i> | <i>LeRoy</i> |
| Montgomery, Ella Park | <i>Rock Island,</i> | <i>Reynolds</i> |
| Montgomery, Sadie Livingston | <i>Rock Island,</i> | <i>Reynolds</i> |
| Moon, Eva Mary | <i>Douglas,</i> | <i>Tuscola</i> |
| Moore, Mary Olive | <i>Pike,</i> | <i>Pleasant Hill</i> |
| Morse, Anna Holden | <i>McHenry,</i> | <i>Ridgefield</i> |
| Mountjoy, Birdie Lynn | <i>Logan,</i> | <i>Atlanta</i> |
| Mull, Cora Etta | <i>*McLean,</i> | <i>Lexington</i> |
| Murray, Myrtle Amy | <i>Knox,</i> | <i>Gilson</i> |
| Nixon, Anna Caruthers | <i>St. Clair,</i> | <i>Marissa</i> |
| Norris, Kate M. | <i>McLean,</i> | <i>Normal</i> |
| O'Doud, Anna Teressa | <i>Lake,</i> | <i>Wadsworth</i> |
| O'Neill, Lavina | <i>Brown,</i> | <i>Mt. Sterling</i> |
| Parker, Leonora Sara | <i>St. Clair,</i> | <i>O'Fallon</i> |
| Peck, Lora Belle | <i>Whiteside,</i> | <i>Sterling</i> |
| Phillips, Alice Frances | <i>Vermilion,</i> | <i>Danville</i> |
| Phillips, Lulu | <i>*McLean,</i> | <i>Normal</i> |
| Porter, Eva Amanda | <i>LxSalle,</i> | <i>Streator</i> |
| Porter, Georgia Lee | <i>McLean,</i> | <i>Hudson</i> |
| Railsback, Mrs. Lillie | <i>McLean,</i> | <i>Normal</i> |
| Randolph, Alma Rebecca | <i>Macoupin,</i> | <i>Bunker Hill</i> |
| Randolph, Harriet | <i>(Utah),</i> | <i>Salt Lake City</i> |
| Reay, Dorothea | <i>Will,</i> | <i>Wilmington</i> |
| Reed, Edna Inez | <i>McLean,</i> | <i>Bloomington</i> |
| Reedy, Mary Margaret | <i>McLean,</i> | <i>Towanda</i> |
| Reynolds, Ellen Turner | <i>Knox,</i> | <i>Galesburgh</i> |
| Rhinesmith, Wilhelmine | <i>Piatt,</i> | <i>Bement</i> |
| Roberts, Daisy Lois | <i>Tazewell,</i> | <i>Morton</i> |
| Roberts, Lois Madeline | <i>Macon,</i> | <i>Decatur</i> |
| Rose, Ida Bertha | <i>Monroe,</i> | <i>Columbia</i> |
| Ross, Silva | <i>Macon,</i> | <i>Argenta</i> |
| Ruhl, Effie May | <i>DeWitt,</i> | <i>Clinton</i> |
| Russell, Gazenia | <i>Will,</i> | <i>Peotone</i> |
| Russell, Ida Mabel | <i>Morgan,</i> | <i>Waverly</i> |
| Salisbury, Henrietta | <i>McHenry,</i> | <i>Ridgefield</i> |
| Schlatterer, Ella | <i>DeKalb,</i> | <i>Sycamore</i> |
| Schlatterer, Laura | <i>DeKalb,</i> | <i>Sycamore</i> |
| Sikkema, Amelia Alice | <i>St. Clair,</i> | <i>Belleville</i> |
| Silvius, Ida Eudora | <i>Boone,</i> | <i>Belvidere</i> |
| Smith, Lucretia Mott | <i>Putnam,</i> | <i>Mt. Palatine</i> |

| NAMES. | COUNTY. | POSTOFFICE. |
|--------------------------|--------------|----------------|
| Snyder, Jennie Louisa | Bureau, | Dover |
| Spriggs, Allena May | Ogle, | Creston |
| Starkey, Jennie Martin | Madison, | Bethalto |
| Strong, Clara Wilhelmine | DuPage, | Downer's Grove |
| Sullivan, Mary Ellen | McLean, | Bloomington |
| Swisher, Grace Eugenia | Vermilion, | Danville |
| Toler, Mabel Eleanor | Fulton, | Astoria |
| Travis, Clara Estella | *McLean, | Normal |
| Turnbull, Nancy Mitchell | Warren, | Eleanor |
| Underwood, Adelia Ellen | Greene, | Carrollton |
| Wagner, Emma Maria | LaSalle, | Peru |
| Walker, Helen Mary | Menard, | Petersburg |
| Watkins, Pearl | McLean, | Chenoa |
| Wells, Helen | Macon, | Elwin |
| Weltzien, Myrtle Iva | McHenry, | Huntley |
| Wenberg, Harriet Adeline | Rock Island, | Moline |
| Wetzel, Clara Artamacca | Christian, | Stonington |
| Williams, Celia Mae | Macon, | Boody |
| Williams, Julia | (Missouri), | Hannibal |
| Wilson, Alma Elizabeth | Rock Island, | Rural |
| Wilson, Elizabeth | LaSalle, | Mendota |
| Wilson, Sarah | Macon, | Decatur |
| Witt, Marie Irene | Macoupin, | Virden |
| Wright, Emilie | Iroquois, | Watseka |
| Ackert, Earl Wilder | Lee, | Harmon |
| Albert, Christian Conrad | St. Clair, | Millstadt |
| Allen, Charles Henry | Shelby, | Oconee |
| Andel, Carl William | St. Clair, | Bellville |
| Arnett, John Bunyan | (Ohio), | New Market |
| Ashworth, Arthur Elmer | Coles, | Mattoon |
| Askins, Abram Walter | Shelby, | Lakewood |
| Baker, George Lee | Pope, | Golconda |
| Bishop, Alva | Ford, | Melvin |
| Bogardus, Frank Smith | Sangamon, | Springfield |
| Borsch, Charles Joseph | Vermillion, | Rankin |
| Brubaker, Charles Henry | Macoupin, | Girard |
| Bumgarner, El Raymond | Putnam, | Mt. Palatine |
| Bumgarner, Joseph | Putnam, | Mt. Palatine |
| Bumgarner, William | Putnam, | Mt. Palatine |
| Carroll, Fred Ellis | Ford, | Melvin |
| Carter, Claudius Albert | Piatt, | Cisco |

| NAMES. | COUNTY. | POSTOFFICE. |
|------------------------------|--------------------|-----------------------|
| Carter, Jesse Olin | <i>Piatt,</i> | <i>Bement</i> |
| Cavitt, Charles Oscar | <i>Iroquois,</i> | <i>Watseka</i> |
| Cavitt, Frank Otis | <i>Iroquois,</i> | <i>Watseka</i> |
| Cheney, George William | <i>Tazewell,</i> | <i>Delavan</i> |
| Clark, Samuel C. | <i>(Iowa),</i> | <i>Bedford</i> |
| Compton, Dwight Winchester | <i>*McLean,</i> | <i>Normal</i> |
| Cox, Merton Dart | <i>Fayette,</i> | <i>Vandalia</i> |
| Crabb, Milton | <i>Scott,</i> | <i>Exeter</i> |
| Dawson, Russel | <i>Woodford,</i> | <i>El Paso</i> |
| Eastwood, Byron Evans | <i>Lee,</i> | <i>Franklin Grove</i> |
| Fischer, Edwin William | <i>DuPage,</i> | <i>Addison</i> |
| Griffith, William Washington | <i>Shelby,</i> | <i>Windsor</i> |
| Hickey, John | <i>Moultrie,</i> | <i>Lake City</i> |
| Howe, Elmer Porter | <i>Bureau,</i> | <i>Wyanet</i> |
| Jacobs, Henry Jasper | <i>Clay,</i> | <i>Flora</i> |
| Jeffers, Francis Marion | <i>Douglas,</i> | <i>Hindsboro</i> |
| Johnston, Harry Leslie | <i>DuPage,</i> | <i>Hinsdale</i> |
| Knowles, William Edwin | <i>Menard,</i> | <i>Petersburg</i> |
| Lehr, Herbert Edgar | <i>Madison,</i> | <i>Marine</i> |
| Liggitt, Richard Clayton | <i>Livingston,</i> | <i>Nevada</i> |
| McIntyre, George Washington | <i>Tazewell,</i> | <i>Tremont</i> |
| McKinney, John Robert | <i>Christian,</i> | <i>Assumption</i> |
| Martin, Myron Samuel | <i>Tazewell,</i> | <i>Green Valley</i> |
| Martin, Winfred Byrum | <i>Piatt,</i> | <i>Weldon</i> |
| Middleton, Frank | <i>Christian,</i> | <i>Taylorville</i> |
| Miller, Charles Louis | <i>Cumberland,</i> | <i>Toledo</i> |
| Mize, Addison Roy | <i>Madison,</i> | <i>Manix</i> |
| Neuman, Julius Karl | <i>Tazewell,</i> | <i>Delavan</i> |
| Niess, George | <i>St. Clair,</i> | <i>Mascoutah</i> |
| Patterson, Frank | <i>McLean,</i> | <i>McLean</i> |
| Pease, Tenney Hayes | <i>Piatt,</i> | <i>Cisco</i> |
| Petrie, Samuel L. | <i>Adams,</i> | <i>Camp Point</i> |
| Pike, Nelson Davidson | <i>Madison,</i> | <i>St. Jacobs</i> |
| Pricer, Charles Aubert | <i>Vermilion,</i> | <i>Potomac</i> |
| Pricer, John Lassen | <i>Vermilion,</i> | <i>Potomac</i> |
| Reecher, Samuel E. | <i>Whiteside</i> | <i>Coleta</i> |
| Rennels, William Walter | <i>Coles,</i> | <i>Charleston</i> |
| Ryder, Nelson Landon | <i>Madison,</i> | <i>Marine</i> |
| Sanders, William Solon | <i>Gallatin,</i> | <i>Cottonwood</i> |
| Scheid, Jacob Philip | <i>St. Clair,</i> | <i>Freeburg</i> |
| Spear, Harry G. | <i>Greene,</i> | <i>Rockbridge</i> |
| Stewart, Frank | <i>Crawford,</i> | <i>Oblong</i> |

| NAMES. | COUNTY. | POSTOFFICE. |
|--------------------------------|-------------------|-------------------------|
| Stine, John Carl | <i>Christian,</i> | <i>Assumption</i> |
| Stokes, George Curran | <i>Kankakee,</i> | <i>Kankakee</i> |
| Thayer, Eugene Aretas | <i>Ford,</i> | <i>Sibley</i> |
| VanDervoort, Archibald Emerson | <i>McLean,</i> | <i>Ellsworth</i> |
| Whitten, Charles William | <i>Marshall,</i> | <i>LaPrairie Center</i> |
| Whitten, John Hamilton | <i>Stark,</i> | <i>Castleton</i> |
| Wilson, Frank Lester | <i>*McLean,</i> | <i>Bloomington</i> |
| Wilson, George Shirley | <i>Putnam,</i> | <i>Magnolia</i> |
| Wilson, John Thomas | <i>Piatt,</i> | <i>DeLand</i> |

STUDENTS WHO HAVE COMPLETED LESS THAN ONE YEAR'S WORK.

| | | |
|----------------------------|-------------------|---------------------|
| Anderson, Hulda Lenora | <i>LaSalle,</i> | <i>Mendota</i> |
| Arbogast, Eva May | <i>Tazewell,</i> | <i>Minier</i> |
| Armantrout, Carrie | <i>Vermilion,</i> | <i>Rossville</i> |
| Armeling, Ruth Myrtle | <i>Mason,</i> | <i>Mason City</i> |
| Aronson, Hilma Augusta | <i>Mercer,</i> | <i>Aledo</i> |
| Augustine, Ora May | <i>McLean,</i> | <i>Normal</i> |
| Baird, Cora | <i>Clark,</i> | <i>Marshall</i> |
| Baird, Lida | <i>Piatt,</i> | <i>Voorhies</i> |
| Baldrige, Emma | <i>*McLean,</i> | <i>Carlock</i> |
| Baldwin, Jesse M. | <i>McHenry,</i> | <i>Nunda</i> |
| Barr, Mabel Bertha | <i>(Indiana),</i> | <i>Frankfort</i> |
| Barth, Mary Elizabeth | <i>Stark,</i> | <i>Wyoming</i> |
| Barton, Anna | <i>Tazewell,</i> | <i>Mackinaw</i> |
| Barton, Fannie Susan | <i>Perry,</i> | <i>DuQuoin</i> |
| Beard, Annie Crombie | <i>Champaign,</i> | <i>Rantoul</i> |
| Bell, Cora Mae | <i>LaSalle,</i> | <i>L'Ostant</i> |
| Bell, Katherine Florence | <i>Will,</i> | <i>Lemont</i> |
| Benbrook, Mrs. Ida T. | <i>Pike,</i> | <i>Pittsfield</i> |
| Betts, Mary May | <i>Champaign,</i> | <i>Mahomet</i> |
| Biddlecome, Maude | <i>Champaign,</i> | <i>Deere</i> |
| Binder, Clara | <i>LaSalle,</i> | <i>Earlville</i> |
| Bircket, Bessie Bird Ellen | <i>Wayne,</i> | <i>Mt. Erie</i> |
| Black, Luella | <i>Tazewell,</i> | <i>Green Valley</i> |
| Blair, Emily | <i>Tazewell,</i> | <i>Delavan</i> |
| Blair, Nettie | <i>Tazewell,</i> | <i>Mackinaw</i> |
| Blake, Nellie M. | <i>Madison,</i> | <i>Collinsville</i> |
| Bliss, Cassa M. | <i>*McLean,</i> | <i>Cooksville</i> |
| Boudeman, Lizzie Belle | <i>Tazewell,</i> | <i>Delavan</i> |
| Boulware, Sallie Wright | <i>Morgan,</i> | <i>Franklin</i> |
| Boyle, Kate Theresa | <i>Tazewell,</i> | <i>Mackinaw</i> |
| Briggs, Jennie May | <i>Piatt,</i> | <i>Cisco</i> |
| Broadhead, Annie Maple | <i>Tazewell,</i> | <i>Mackinaw</i> |

| NAMES. | COUNTY. | POSTOFFICE. |
|---------------------------|---------------------|---------------------|
| Brown, Elizabeth Ann | <i>Piatt,</i> | <i>Monticello</i> |
| Bruce, Alice May | <i>Logan,</i> | <i>Beason</i> |
| Burton, Emma | <i>Vermilion,</i> | <i>Pilot</i> |
| Carr, Hannah Belle | <i>McHenry,</i> | <i>Greenwood</i> |
| Carroll, Marie Louise | <i>McLean,</i> | <i>Normal</i> |
| Carroll, Sarah Brown | <i>Ford,</i> | <i>Melvin</i> |
| Cissna, Mrs. Lucy Jathina | <i>Wayne,</i> | <i>Fairfield</i> |
| Clancey, Kate Philomena | <i>McLean,</i> | <i>Bloomington</i> |
| Clancey, Nellie Gertrude | <i>McLean,</i> | <i>Bloomington</i> |
| Cleary, Maggie Maud | <i>Christian,</i> | <i>Owaneco</i> |
| Coss, Elizabeth | <i>*McLean,</i> | <i>Arrowsmith</i> |
| Cralle, Maud May | <i>Rock Island,</i> | <i>Moline</i> |
| Dale, Christina Lorena | <i>Champaign,</i> | <i>Mahomet</i> |
| Dale, Elizabeth | <i>Vermilion,</i> | <i>Danville</i> |
| Daniel, Laura Ann | <i>St. Clair,</i> | <i>Belleville</i> |
| Daniel, Ozello Harriet | <i>St. Clair,</i> | <i>Belleville</i> |
| Davis, Sarah P. | <i>McLean,</i> | <i>Belleflower</i> |
| Dawson, Dula May | <i>Livingston,</i> | <i>Weston</i> |
| Dawson, Nellie Josephine | <i>Vermilion,</i> | <i>Indianola</i> |
| Decker, Nellie Miriam | <i>Lee,</i> | <i>Dixon</i> |
| DeWolf, Nellie Blanche | <i>DeKalb,</i> | <i>Sandwich</i> |
| Dickey, Maggie | <i>Piatt,</i> | <i>Cerro Gordo</i> |
| Dillon, Lettie Mabel | <i>Champaign,</i> | <i>Ludlow</i> |
| Dillon, Nettie Regula | <i>Champaign,</i> | <i>Ludlow</i> |
| Dooley, Gertrude | <i>Will,</i> | <i>Joliet</i> |
| Dooley, Sadie | <i>*McLean,</i> | <i>Normal</i> |
| Douthit, Bertha Mary | <i>Shelby,</i> | <i>Shelbyville</i> |
| Dunlap, Emily Allissa | <i>Sangamon,</i> | <i>Springfield</i> |
| Dye, Lillie May | <i>*McLean,</i> | <i>McLean</i> |
| Edel, Lucy Ella | <i>*McLean,</i> | <i>Cooksville</i> |
| Edmunds, Elma Ruth | <i>*McLean,</i> | <i>Normal</i> |
| Elliott, Jennie May | <i>Coles,</i> | <i>Mattoon</i> |
| Etherington, Lillian | <i>St. Clair,</i> | <i>O'Fallon</i> |
| Fear, Ivah Gertrude | <i>Christian,</i> | <i>Assumption</i> |
| Fellers, Edna | <i>Edgar,</i> | <i>Palermo</i> |
| Finnell, Julia | <i>Peoria,</i> | <i>Peoria</i> |
| Fisher, Mollie Almesia | <i>Madison,</i> | <i>Edwardsville</i> |
| Fleming, Lala Bell | <i>Iroquois,</i> | <i>Watseka</i> |
| Fleming, Lula Bell | <i>Iroquois,</i> | <i>Watseka</i> |
| Flinn, Sarah Louvilla | <i>Christian,</i> | <i>Pana</i> |
| Florer, Lizzie | <i>Coles,</i> | <i>Rardin</i> |
| Follett, Elsie | <i>LaSalle,</i> | <i>Deer Park</i> |
| Foreman, Anna | <i>Pike,</i> | <i>Detroit</i> |

| NAMES. | COUNTY. | POSTOFFICE. |
|------------------------------|---------------------|------------------------|
| Fowler, Lillie Eugenie | <i>Iroquois,</i> | <i>Ashkum</i> |
| Frank, Pearl | <i>*McLean,</i> | <i>Gridley</i> |
| Funkhouser, Lelia Alice Lee | <i>Coles,</i> | <i>Lerna</i> |
| Gamblin, Martha | <i>Livingston,</i> | <i>Cornell</i> |
| Godwin, Alice | <i>Pike,</i> | <i>Pleasant Hill</i> |
| Gossard, Georgiana | <i>(Nebraska),</i> | <i>Central City</i> |
| Gray, Sarah | <i>Christian,</i> | <i>Blue Mound</i> |
| Greer, Sara | <i>Cook,</i> | <i>Evanston</i> |
| Guinee, Sarah Carolina | <i>Woodford,</i> | <i>Woodford</i> |
| †Gustafson, Clara Mathilda | <i>Rock Island,</i> | <i>Moline</i> |
| Hack, Katharine | <i>Madison,</i> | <i>Edwardsville</i> |
| Hall, Emma Mae | <i>Sangamon,</i> | <i>Springfield</i> |
| Hall, Maud | <i>Clark,</i> | <i>Darwin</i> |
| Hallock, Mable Lovina | <i>Stark,</i> | <i>Osceola</i> |
| Hamilton, Ina Estelle | <i>McLean,</i> | <i>Bloomington</i> |
| Happ, Ida | <i>Champaign,</i> | <i>Champaign</i> |
| Harley, Mary | <i>*McLean,</i> | <i>Normal</i> |
| Harris, Mabel Rose | <i>Hancock,</i> | <i>Carthage</i> |
| Hedrick, Hattie Estelle | <i>Menard,</i> | <i>Athens</i> |
| Henderson, Edith Ursula | <i>Henderson,</i> | <i>Biggsville</i> |
| Henninger, Georgia Baird | <i>Fayette,</i> | <i>Hagerstown</i> |
| Henry, Gussie | <i>Morgan,</i> | <i>Woodson</i> |
| Hetfield, Mary Emma | <i>*McLean,</i> | <i>Normal</i> |
| Higgins Corinne Jennie | <i>Iroquois,</i> | <i>Loda</i> |
| Higgins Dorothy Mary | <i>Iroquois,</i> | <i>Loda</i> |
| Hiltabrand, Jennie Elizabeth | <i>LaSalle,</i> | <i>L'Ostant</i> |
| Hirschberger, Elnora | <i>Henry,</i> | <i>Annawan</i> |
| Hoffman, Laura Winnie | <i>Fayette,</i> | <i>Vandalia</i> |
| Hoover, Daisy | <i>Peoria,</i> | <i>Hanna City</i> |
| Hoover, Grace | <i>Pike,</i> | <i>Milton</i> |
| Hopkins, Mae | <i>Macon,</i> | <i>Elwin</i> |
| Huber, Adah Alba | <i>Sangamon,</i> | <i>Pleasant Plains</i> |
| Hummel, Ida Rose | <i>Ford,</i> | <i>Roberts</i> |
| Hummel, Matilda Sarah | <i>Ford,</i> | <i>Roberts</i> |
| Irving, Jessie Lillian | <i>Tazewell,</i> | <i>Deer Creek</i> |
| Jeter, Grace Trotter | <i>*McLean,</i> | <i>Bloomington</i> |
| Johnson, Amanda | <i>Bureau,</i> | <i>Buda</i> |
| Johnson Gertrude Ellen | <i>Christian,</i> | <i>Assumption</i> |
| Johnston, Bertha Helen | <i>Macon,</i> | <i>Latham</i> |
| Johnston, Jennie Alice | <i>Rock Island,</i> | <i>Moline</i> |
| Jonte, Anna Louise | <i>Bureau,</i> | <i>Sheffield</i> |
| Jordan, Olive Evalina | <i>Champaign,</i> | <i>Ludlow</i> |

†Died October 23, 1894.

| NAMES. | COUNTY. | POSTOFFICE. |
|-----------------------------|-------------|--------------|
| Keown, Lillian Good | Madison, | Alhambra |
| Kinchlow, Roxana | Madison, | Edwardsville |
| King, Margaret | DeKalb, | Courtland |
| Kirk, Althea | Woodford, | Woodford |
| Kneedler, Nettie | Madison, | Collinsville |
| Knoth, Minnie | St. Clair, | Mascoutah |
| Knox, Anna | Sangamon, | Riverton |
| Laier, Frances Louise | DuPage, | Glen Ellyn |
| Lambert, Louisa May | Marshall, | Henry |
| Large, Anna Eliza | Christian, | Owaneco |
| Lee, Minnie Frances | Iroquois, | LaHogue |
| LeGrand, Mabel Lee | St. Clair, | Freeburg |
| LeNeve, Lillie | Champaign, | Ludlow |
| Linder, Grace | Coles, | Charleston |
| Lizer, Nannie Elvira | Iroquois, | Gilman |
| Long, Jessie Leona | Henry, | Lynn Center |
| Lucy, Mina May | Putnam, | Hennepin |
| Lyons, Alice | Bureau, | Arlington |
| McCrea, Edith Burlingame | Ogle, | Creston |
| McCrea, Ida Harkness | Ogle, | Creston |
| McCrea, Margaret Maude | Knox, | Victoria |
| McCrea, Martha Ellen | Knox, | Victoria |
| McGrath, Nellie | *McLean, | Normal |
| McIntyre, Florence | Bureau, | Neposet |
| McKinney, Bernice Blackburn | Christian, | Assumption |
| McNary, Ida Gray | Iroquois, | Ashkum |
| McTucker, Frances | Pike, | Barry |
| McVay, Molly | Shelby, | Neoga |
| Mann, Nora | Crawford, | Robinson |
| March, Ruth Esther | *McLean, | McLean |
| Marshall, Mary Grace | Madison, | Collinsville |
| Martin, Vivian Pearl | Tazewell, | Mackinaw |
| May, Hattie Antle | Mason, | Mason City |
| Meier, Anna Catherina | Scott, | Bluffs |
| Mell, Jennie Alice | Mason, | San Jose |
| Mercer, Daisy | Marion, | Kimmundy |
| Mercer, Leslie Annetta | Macon, | Elwin |
| Messinger, Lulu | Champaign, | Rantoul |
| Minard, Maude Marie | Livingston, | Long Point |
| Mitchell, Annie | Edgar, | Metcalf |
| Moran Ella | *McLean, | Normal |
| Moran, Nellie | *McLean, | Normal |

| NAMES. | COUNTY. | POSTOFFICE. |
|---------------------------|--------------|---------------|
| Morgan, Nellie Rosalce | *McLean, | Bloomington |
| Mountjoy, Alice Valentine | Logan, | Armington |
| Mouutz, Anna Grace | Sangamon, | Williamsville |
| Mountz, Minnie Elizabeth | Sangamon, | Williamsville |
| Mulliken, Estella A | Woodford, | Eureka |
| Murray, Cecelia Barat | Clinton, | Carlyle |
| Murray, Nano Agnes | Clinton, | Carlyle |
| Myers, Jennie Elizabeth | Peoria, | Peoria |
| Nye, Frances Lake | DeKalb, | Sandwich |
| Ogilvie, Olive | Ford, | Cabery |
| Ogle, Fay Lela | Mercer, | Keithsburg |
| Oliver, Clyda Etta | Edgar, | Edgar |
| Orr, Emma | Lawrence, | Bridgeport |
| Patterson, Laura | LaSalle, | L'Ostant |
| Patton, Sadie | McLean, | Lytleville |
| Percy, Anna Barbara | *McLean, | Bloomington |
| Perry, Maude Edna | Livingston, | Cornell |
| Peters, Delia May | Champaign, | Bondville |
| Philip, Mabel E | McHenry, | Nunda |
| Poole, Anna Belle | Coles, | Charleston |
| Poorman, Susie | Sangamon, | Barclay |
| Powell, Ellen Gertrude | Hancock, | Bowen |
| Price, Grace Eva | Putnam, | Mt. Palatine |
| Priddle, Mary Jane | Sangamon, | Barclay |
| Primm, Laura Mae | Menard, | Athens |
| Pryce, Fanny | Rock Island, | Coal Valley |
| Rackley, Jennie Mary | Bureau, | Malden |
| Rayburn, Nannie T | *McLean, | Towanda |
| Reed, Addie Blanche | (Missouri,) | Sedalia, |
| Register, Letta Ardilla | Madison, | Edwardsville |
| Renshaw, Jennie | Fulton, | Table Grove |
| Richardson, Ellen | Schuyler, | Camden |
| Richardson, Mary | McHenry, | West McHenry |
| Robison, Nellie | Tazewell, | Tremont |
| Rodgers, Clara Mabel | Sangamon, | Riverton |
| Rodgers, Lydia Virginia | (Indiana,) | Logansport |
| Rosenberger, Georgia Floy | LaSalle, | Meriden |
| Russell, Helen Vale | (Iowa,) | Bedford |
| Rutledge, Mary Jean | *McLean, | Heyworth |
| Ryrie, Irene | Madison, | Alton |
| Ryrie, Rachel Alice | Madison, | Alton |
| Schau, Augusta | St. Clair, | O'Fallon |

| NAMES. | COUNTY. | POSTOFFICE. |
|----------------------------|--------------------|---------------------|
| Schertz, Anna Lydia | <i>Tazewell,</i> | <i>Deer Creek</i> |
| Schertz, Ellen Josephine | <i>Tazewell,</i> | <i>Deer Creek</i> |
| Schmidt, Josephine Johanna | <i>St. Clair,</i> | <i>Belleville</i> |
| Schneider, Nora Olga | <i>*McLean,</i> | <i>Normal</i> |
| Schueth, Dorothea Marie | <i>*McLean,</i> | <i>Bloomington</i> |
| Scott, Ruth Rader | <i>St. Clair,</i> | <i>O'Fallon</i> |
| Search, Myrtle | <i>Tazewell,</i> | <i>Mackinaw</i> |
| Shepherd, Nina Pearl | <i>Hancock,</i> | <i>Bowen</i> |
| Shipley, Lila Marie | <i>La Salle,</i> | <i>Mendota</i> |
| Short, Lizzie | <i>*McLean,</i> | <i>Bloomington</i> |
| Skinner, Viola Belle | <i>Stephenson,</i> | <i>Freeport</i> |
| Smith, Margaret Elizabeth | <i>Tazewell,</i> | <i>Morton</i> |
| Smith, Mina May | <i>Tazewell,</i> | <i>Dillon</i> |
| Smith, Nano Pearl | <i>Ogle,</i> | <i>Creston</i> |
| Smith, Ruth Belle | <i>Tazewell,</i> | <i>Morton</i> |
| Spargrove, Lara Lucile | <i>Marshall,</i> | <i>Wenona</i> |
| Stamm, Chloe | <i>Grundy,</i> | <i>Gardner</i> |
| Stapleton, Flora Alberta | <i>Christian,</i> | <i>Assumption</i> |
| Stauffer, Eliza | <i>Pike,</i> | <i>Barry</i> |
| Sterett, Ida Eulalia | <i>Warren,</i> | <i>Monmouth</i> |
| Stewart, Susan M. | <i>Vermilion,</i> | <i>Potomac</i> |
| Stout, Angie | <i>Greene,</i> | <i>Carrollton</i> |
| Sweeney, Margaret Mary | <i>*McLean,</i> | <i>Barnes</i> |
| Tallon, Abigail Spink | <i>McLean,</i> | <i>McLean</i> |
| Taylor, Alice May | <i>Sangamon,</i> | <i>Barclay</i> |
| Taylor, Nellie | <i>La Salle,</i> | <i>La Salle</i> |
| Thomas, Jennie A | <i>Madison,</i> | <i>Collinsville</i> |
| Thompson, Katie Alice | <i>Jo Daviess,</i> | <i>Apple River</i> |
| Thompson, Mary Elizabeth | <i>Sangamon,</i> | <i>Springfield</i> |
| Tibbetts, Minnie | <i>Bureau,</i> | <i>Neponset</i> |
| Tregellas, Florence May | <i>Fulton,</i> | <i>Astoria</i> |
| Trimble, Clara Eugenia | <i>Tazewell,</i> | <i>Tremont</i> |
| Triplet, Claudia J | <i>(Missouri,)</i> | <i>Sledd</i> |
| Troxel, Mabel Edith | <i>*McLean,</i> | <i>Normal</i> |
| Tryon, Helen Louise | <i>Champaign,</i> | <i>Mahomet</i> |
| Tuck, Nellie | <i>Hancock,</i> | <i>Plymouth</i> |
| Tullis, Anna May | <i>(Indiana,)</i> | <i>Attica</i> |
| Turner, Hattie | <i>La Salle,</i> | <i>L'Ostant</i> |
| Waddill, Mary | <i>Coles,</i> | <i>Mattoon</i> |
| Waldron, Mabel | <i>Tazewell,</i> | <i>Delavan</i> |
| Walton, Helen Mary | <i>Hancock,</i> | <i>Bentley</i> |
| Warrick, Emma S bina | <i>La Salle,</i> | <i>La Salle</i> |

| NAMES. | COUNTY. | POSTOFFICE. |
|--------------------------|--------------------|-----------------------|
| Watkins, Anna | <i>Richland,</i> | <i>Olney</i> |
| Weaver, Lillie May | <i>*McLean,</i> | <i>Downs</i> |
| Wetzel, Bertha | <i>*McLean,</i> | <i>Bloomington</i> |
| Wheeler, Daisy | <i>*McLean,</i> | <i>Normal</i> |
| Whipple, Mary Maude | <i>Sangamon,</i> | <i>Springfield</i> |
| Whittaker, Hattie Sebrah | <i>Bureau,</i> | <i>Tiskilwa</i> |
| Wierman, Mae | <i>La Salle,</i> | <i>L'Ostant</i> |
| Wilson, Estella May | <i>Woodford,</i> | <i>Secor</i> |
| Wilson, Nancy Maude | <i>Ford,</i> | <i>Guthrie</i> |
| Wilson, Theodora | <i>Putnam,</i> | <i>Magnolia</i> |
| Wittenfeld, Anna Augusta | <i>St. Clair,</i> | <i>Belleville</i> |
| Woltman, Anna Sopha | <i>Logan,</i> | <i>San Jose</i> |
| Womacks, Nita | <i>Champaign,</i> | <i>Champaign</i> |
| Wright, Edna May | <i>*McLean,</i> | <i>Normal</i> |
| Wrigley, Nellie Edith | <i>Stark,</i> | <i>Wyoming</i> |
| Wyckoff, Ethelyn Fern | <i>Mercer,</i> | <i>Keithsburg</i> |
| Young, Bertha Grace | <i>Warren,</i> | <i>Eleanor</i> |
| Young, Mary Ann | <i>Warren,</i> | <i>Eleanor</i> |
| | | |
| Andrews, Charles Marion | <i>Fayette,</i> | <i>Hagerstown</i> |
| Armeling, Boyd Clarence | <i>Mason,</i> | <i>Mason City</i> |
| Austin, William Mason | <i>Macon,</i> | <i>Boody</i> |
| Axley, Flavius | <i>Monroe,</i> | <i>Merrimac Point</i> |
| Axley, Walter Augustus | <i>Monroe,</i> | <i>Merrimac Point</i> |
| Baker, Joseph Howard | <i>McLean,</i> | <i>McLean</i> |
| Bassler, Herman | <i>Macon,</i> | <i>Forsyth</i> |
| Bence, William Hinckle | <i>Coles,</i> | <i>Mattoon</i> |
| Benedict, William Alfred | <i>Kankakee,</i> | <i>Waldron</i> |
| Bower, William Thomas | <i>Douglas,</i> | <i>Hindsboro</i> |
| Bowersox, Jacob Harman | <i>Macoupin,</i> | <i>Girard</i> |
| Bowles, Oscar Henry | <i>*McLean,</i> | <i>Normal</i> |
| Branaman, John | <i>Moultrie,</i> | <i>Bruce</i> |
| Brown, Benjamin Fletcher | <i>*McLean,</i> | <i>Normal</i> |
| Brown, James Luther | <i>Shelby,</i> | <i>Pana</i> |
| Bruce, Benjamin | <i>Logan,</i> | <i>Beason</i> |
| Butler, Versa E | <i>Bond,</i> | <i>Beaver Creek</i> |
| Carpenter, William Guy | <i>Morgan,</i> | <i>Waverly</i> |
| Carr, Commodore | <i>St. Clair,</i> | <i>Freeburg</i> |
| Chapman, Edward Phineas | <i>Shelby,</i> | <i>Shelbyville</i> |
| Church, Osmon Charles | <i>Monroe,</i> | <i>Renault</i> |
| Cissna, Ira James | <i>Wayne,</i> | <i>Fairfield</i> |
| Clingman, Elmer G. | <i>Stephenson,</i> | <i>Cedarville</i> |

| NAMES. | COUNTY. | POSTOFFICE. |
|------------------------------|--------------------|---------------------|
| Conard, James Stiles | <i>Piatt,</i> | <i>Monticello</i> |
| Craig, Joseph Lingle | <i>Macon,</i> | <i>Maroa</i> |
| Davis, Jethro | <i>Hancock,</i> | <i>Ferris</i> |
| Dennis, Herbert Railsback | <i>Tazewell,</i> | <i>Minier</i> |
| DeVilliers, Henry Livingston | <i>(Missouri,)</i> | <i>Moundville</i> |
| Dickerson, Oliver Morton | <i>Jasper,</i> | <i>West Liberty</i> |
| Duffin, Frank Glenn | <i>Vermilion,</i> | <i>Hoopeston</i> |
| Duffin, Park Stanley | <i>Vermilion,</i> | <i>Hoopeston</i> |
| Duffy, Russell Newman | <i>Madison,</i> | <i>Bethalto</i> |
| Evelsizer, Charles Henry | <i>Tazewell,</i> | <i>Deer Creek</i> |
| Forbes, Mark S. | <i>Carroll,</i> | <i>Mt. Carroll</i> |
| Frantz, Clarence Madison | <i>Piatt,</i> | <i>Qisco</i> |
| Fry, Herbert J. | <i>Macoupin,</i> | <i>Brighton</i> |
| Grafflis, Runnion | <i>Mason,</i> | <i>Natrona</i> |
| Gray, James Archibald | <i>*McLean,</i> | <i>Normal</i> |
| Gray, Robert Henning | <i>Christian,</i> | <i>Blue Mound</i> |
| Hewett, Howard H. | <i>Livingston,</i> | <i>Chenoa</i> |
| Hopkins, Herbert Henry | <i>Macon,</i> | <i>Boody</i> |
| Hopkins, Thomas Joseph | <i>La Salle,</i> | <i>Wenona</i> |
| Howard, Harry Hendrickson | <i>Woodford,</i> | <i>El Paso</i> |
| Howard, Paul Regan | <i>Woodford,</i> | <i>El Paso</i> |
| Hunsley, Frank Sherman | <i>Macon,</i> | <i>Decatur</i> |
| Jones, Bertrand Thompson | <i>Sangamon,</i> | <i>Barclay</i> |
| King, Charles Roy | <i>Macon,</i> | <i>Elwin</i> |
| Landes, Walter Merrill | <i>Madison,</i> | <i>Carpenter</i> |
| Law, Arba D. | <i>Putnam,</i> | <i>Magnolia</i> |
| Light, John Henry | <i>Ogle,</i> | <i>Leaf River</i> |
| Lindsey, William Thornton | <i>Tazewell,</i> | <i>Lilly</i> |
| Livingston, Samuel William | <i>Madison,</i> | <i>Poag</i> |
| Long, Fleming Thomas | <i>Henry,</i> | <i>Lynn Center</i> |
| Lytle, Ernest Barnes | <i>Macon,</i> | <i>Decatur</i> |
| McCoy, Wilbur Hamilton | <i>*McLean,</i> | <i>Shirley</i> |
| McReynolds, Oliver A. | <i>*McLean,</i> | <i>Stanford</i> |
| Madden, David Walter | <i>*McLean,</i> | <i>Normal</i> |
| Mayes, Marcus James | <i>Wayne,</i> | <i>Mt. Erie</i> |
| Melvin, Ernest Oral | <i>Piatt,</i> | <i>Cisco</i> |
| Meng, Charles Frederick | <i>Macoupin,</i> | <i>Hagaman</i> |
| Michael, Jay Tilton | <i>Vermilion,</i> | <i>Pilot</i> |
| Miller, Harry Eugene | <i>Warren,</i> | <i>Monmouth</i> |
| Mitchell, Benjamin, | <i>Piatt,</i> | <i>White Heath</i> |
| Moffatt, John F. | <i>Clinton,</i> | <i>Trenton</i> |
| Morton, James Brown | <i>Marion,</i> | <i>Salem</i> |

Table

SHOWING ATTENDANCE BY COUNTIES OF PUPILS RECEIVING FREE
TUITION.

| | | |
|-----------------------|------------------------|-----------------------|
| Adams..... 3 | Henderson..... 3 | Moultrie..... 2 |
| Bond..... 2 | Henry 5 | Ogle..... 7 |
| Boone..... 2 | Iroquois.....15 | Peoria 4 |
| Brown..... 2 | Jasper..... 1 | Perry..... 1 |
| Bureau.....10 | Jefferson..... 1 | Piatt.....16 |
| Carroll..... 1 | JoDavies..... 6 | Pike..... 7 |
| Cass..... 1 | Kane..... 2 | Pope 5 |
| Champaign.....14 | Kankakee..... 3 | Putnam.....14 |
| Christian17 | Kendall..... 4 | Randolph..... 2 |
| Clark..... 3 | Knox..... 7 | Richland.... 1 |
| Clay..... 1 | Lake..... 3 | Rock Island.....18 |
| Clinton..... 5 | LaSalle.... . 26 | St. Clair.....31 |
| Coles.....12 | Lawrence..... 1 | Sangamon.....15 |
| Cook. 4 | Lee..... 5 | Schuyler..... 4 |
| Crawford..... 5 | Livingston.... 13 | Scott 3 |
| Cumberland..... 2 | Logan..... 5 | Shelby..... 18 |
| DeKalb..... 9 | McDonough..... 1 | Stark..... 7 |
| DeWitt..... 4 | McHenry..... 9 | Stephenson..... 3 |
| Douglas..... 5 | McLean41 | Tazewell.... .35 |
| DuPage 5 | Macon.... .18 | Vermilion16 |
| Edgar..... 5 | Macoupin14 | Warren... . .10 |
| Edwards..... 1 | Madison.....26 | Washington..... 1 |
| Fayette..... 5 | Marion..... 7 | Wayne..... 4 |
| Ford.....12 | Marshall..... 4 | White..... 1 |
| Fulton..... 6 | Mason..... 6 | Whiteside..... 7 |
| Gallatin..... 1 | Menard..... 5 | Will..... 9 |
| Greene... . . 3 | Mercer..... 4 | Williamson.... . 1 |
| Grundy..... 2 | Monroe 4 | Winnebago.... . 1 |
| Hamilton..... 1 | Montgomery 1 | Woodford.....12 |
| Hancock..... 8 | Morgan..... 4 | Other States.....17 |

Total number of counties, 89.

Fifty-two additional McLean county students paid tuition at the rate of \$39.00 per year.

Model School--High School Department.

TUITION, \$39 00 A YEAR.

POST GRADUATES.

| NAMES. | COUNTY. | POSTOFFICE. |
|---------------------|----------------|--------------------|
| Alsbaugh, Effie P. | <i>McLean,</i> | <i>Normal</i> |
| Capen, Charlotte B. | <i>McLean,</i> | <i>Bloomington</i> |
| Kofoed, Nellie I. | <i>McLean,</i> | <i>Normal</i> |
| Baker, Burl P. | <i>McLean,</i> | <i>Downs</i> |
| Gaston, George | <i>McLean,</i> | <i>Normal</i> |

SENIORS.

| | | |
|-------------------------|-------------------|--------------------|
| Ballard, Pearl L. | <i>McLean,</i> | <i>Normal</i> |
| Baller, Blanche C. | <i>McLean,</i> | <i>Bloomington</i> |
| Bullock, Jessie J. | <i>Woodford,</i> | <i>Eureka</i> |
| Cavan, M. May | <i>McLean,</i> | <i>Normal</i> |
| Coen, Ruah | <i>McLean,</i> | <i>Normal</i> |
| Cowles, Catherine L. | <i>McLean,</i> | <i>Bloomington</i> |
| Fry, Emma | <i>McLean,</i> | <i>Bloomington</i> |
| Garver, Daisy | <i>McLean,</i> | <i>Bloomington</i> |
| Hart, Lou R. | <i>Grundy,</i> | <i>Gardner</i> |
| Keady, Eleanor | <i>McLean,</i> | <i>Normal</i> |
| Marshall, Sallie R. | <i>McLean,</i> | <i>Normal</i> |
| Thompson, Flora | <i>Macon,</i> | <i>Warrensburg</i> |
| Allen, James D. | <i>McLean,</i> | <i>Bloomington</i> |
| Baker, Fred R. | <i>McLean,</i> | <i>Bloomington</i> |
| Barton, Charles M. | <i>McLean,</i> | <i>Normal</i> |
| Briggs, Claude | <i>Tazewell,</i> | <i>Minier</i> |
| Cook, John L. | <i>McLean,</i> | <i>Normal</i> |
| Dillon, Roy H. | <i>McLean,</i> | <i>Normal</i> |
| Elliff, John T. | <i>Tazewell,</i> | <i>Minier</i> |
| Foster, George K. | <i>McLean,</i> | <i>Normal</i> |
| Kirk, William T. | <i>McLean,</i> | <i>Bloomington</i> |
| McCormick, Ferdinand C. | <i>McLean,</i> | <i>Normal</i> |
| McMurry, Fred R. | <i>McLean,</i> | <i>Normal</i> |
| Parker, Fred W. | <i>McDonough,</i> | <i>Macomb</i> |
| Parker, Ralph W. | <i>McDonough,</i> | <i>Macomb</i> |
| Prince, Edward P. | <i>McLean,</i> | <i>Bloomington</i> |
| Tipton, Thomas W. | <i>McLean,</i> | <i>Normal</i> |

JUNIORS.

| NAMES. | COUNTY. | POSTOFFICE. |
|----------------------|---------------|--------------|
| Brown, Mildred I. | (Washington), | Martin |
| Cowles, Bertha R. | McLean, | Bloomington |
| Eldred, Alice I. | Grundy, | Gardner |
| Quigg, Iva M. | Tazewell, | Minier |
| Reid, Lela B. | McLean, | Arrowsmith |
| Ruhl, Myrtle | McLean, | Normal |
| Stevenson, Bessie B. | McLean. | Bloomington |
| Tanner, Lulu M. | McLean, | Normal |
| Carr, Harvey | Jo Daviess, | Scales Mound |
| Dudley, Gerry | Coles, | Ashmore |
| Jinnett, Joseph M. | Fayette, | Vera |
| Knott, William E. | McLean, | Normal |
| Larison, Fred S. | McLean, | Stanford |
| O'Neil, James E. | McLean, | Bloomington |
| Page, Joseph L. | Macoupin, | Girard |
| Patton, Arthur L. | Woodford, | Panola |
| Peairs, Ralph P. | Iowa, | Montrose |
| Ryburn, Charles A. | McLean, | Heyworth |
| Scroggin, Ernest A. | McLean, | Lexington |
| Shaff, D. Clinton. | Piatt, | Cisco |

UNDER SECTIONS.

| | | |
|----------------------|------------|-------------|
| Aldrich, Blanche | McLean, | Normal |
| Bachrach, Mattie G. | McLean, | Bloomington |
| Beard, Annie | Champaign, | Rantoul |
| Bedinger, Letitia L. | McLean, | Normal |
| Bedinger, Nellie | McLean, | Normal |
| Bright, Bernie A. | McLean, | Normal |
| Briney, Louise M. | McLean, | Normal |
| Brown, Allie D. | Champaign, | Dewey |
| Brubaker, Amy A. | McLean, | Bloomington |
| Campbell, Martha P. | Fulton, | Lewiston |
| Capp, Helen | McLean, | Bloomington |
| Chrisman, Anna M. | McLean, | Normal |
| Cleveland, Lida T. | McLean, | Normal |
| Corbin, Lottie B. | Stark, | Bradford |
| Dale, Elizabeth | Vermilion, | Danville |
| Dillon, Mertie M. | McLean, | Normal |
| Emerson, Mary W. | McLean, | Bloomington |

| NAMES. | COUNTY. | POSTOFFICE. |
|--------------------------|-------------|----------------|
| Foster, Bernice L. | McLean, | Normal |
| Gardner, Hattie M. | McLean, | Normal |
| Garver, Willia | McLean, | Bloomington |
| Gerber, Minnie V. | McLean, | Stanford |
| Gregory, Lydia M. | McLean, | Normal |
| Haney, Mary L. | McLean, | Normal |
| Hoadley, Catherine | LaSalle, | Streator |
| Howell, Adelle Dietrich | McLean, | Normal |
| Iliff, Frances M. | Woodford, | Washington |
| Johnson, Chella M. | McLean, | Normal |
| Kirkpatrick, Gertrude A. | McLean, | Normal |
| Knott, Elizabeth A. | McLean, | Normal |
| Larison, Stella | McLean, | Stanford |
| Leaton, Grace | McLean, | Bloomington |
| McCann, Emma L. | McLean, | Normal |
| Megaw, Maggie | Christian, | Owaneco |
| Mills, Estella P. | Ford, | Fairbury |
| Partridge, Leona | Peoria, | Smithville |
| Patterson, Elsie | McLean, | Normal |
| Pearson, Ida M. | Livingston, | Cayuga |
| Peeler, Lizzie E. | McLean, | Normal |
| Pitts, Henrietta B. | McLean, | Bloomington |
| Randolph, Harriet | (Utah,) | Salt Lake City |
| Richards, Rose E. | McLean, | Normal |
| Riggin, Annie M. | Madison, | Troy |
| Sage, Mary | McLean, | Normal |
| Simeral, Esther M. | McLean, | Bloomington |
| Sitherwood, Grace | McLean, | Bloomington |
| Stubblefield, Edith E. | McLean, | Normal |
| Taylor, Helen M. | McLean, | Bloomington |
| Thompson, Frances M. | McLean, | Bloomington |
| Walton, Zekah B. | Hancock, | Bentley |
| Watkins, Anna | Richland, | Olney |
| Wilson, May A. | McLean, | Normal |
| Wright, Edna M. | McLean, | Normal |
| Wycoff, Ethelyn F. | Mercer, | Keithsburg |
| Zentmire, Lou M. | Mercer, | Joy |
| Allen, Walter H. | McLean, | Normal |
| Anthony, C. Bert | McLean, | Bloomington |
| Bune, Daniel H. | McLean, | Normal |
| Benjamin, Arthur L. | McLean, | Bloomington |

| NAMES. | COUNTY. | POSTOFFICE. |
|----------------------|------------|-------------|
| Bright, Bruce | McLean, | Normal |
| Brown, Arthur J. | Shelby, | Moawequa |
| Burnside, George A. | Clinton, | Keyesport |
| Burtis, Clyde L. | McLean, | Hudson |
| Burtis, Guy S. | McLean, | Hudson |
| Chipman, John B. | McLean, | Normal |
| Clark, Walter B. | McLean, | Bloomington |
| Coates, Lester H. | McLean, | Bloomington |
| Cole, W. Gordon | McLean, | Bloomington |
| Covey, Hiatt E. | McLean, | Leroy |
| Cowan, Henry J. | McLean, | Bloomington |
| Cowles, Robert A. | McLean, | Bloomington |
| Douglas, I. Funk | McLean, | Shirley |
| East, Victor W. | Piatt, | Milmine |
| Evans, Harry P. | McLean, | Normal |
| Follett, Elmer C. | LaSalle, | Deer Park |
| Franklin, Irwin C. | McLean, | Lexington |
| Frink, Harry R. | McLean, | Normal |
| Gardner, Charles W. | McLean, | Normal |
| Gardner, Wilfred | McLean, | Normal |
| Gentle, John M. | McLean, | Normal |
| Gregory, Francis G. | McLean, | Normal |
| Gunnell, Orville J. | McLean, | Normal |
| Hale, Henry M. | Gallatin, | Cottonwood |
| Harum, Edward J. | McLean, | Hudson |
| Haynes, J. Fred | McLean, | Normal |
| Hill, Fred C. | DeWitt, | Clinton |
| Holland, Charles P. | McLean, | Bloomington |
| Houser, Melvin W. | McLean, | Randolph |
| Howe, C. Roland | Marshall, | Wenona |
| Iden, Edgar H. | McLean, | LeRoy |
| Johnson, Wilford L. | McLean, | Bloomington |
| Karr, Frank | McLean, | Heyworth |
| Kofoid, Reuben N. | McLean, | Normal |
| Leach, W. Blake | McLean, | McLean |
| LeFevre, George W. | Vermilion, | Fithian |
| McCormick, Harry G. | McLean, | Normal |
| McKnight, William W. | McLean, | Normal |
| McLean, George H. | McLean, | Normal |
| McMurry, Karl T. | McLean, | Normal |
| Martin, Manfred R. | McLean, | Normal |
| Marquis, Chester D. | McLean, | Bloomington |

Grammar School--Preparatory Class.

TUITION IN THIS DEPARTMENT IS \$25.00 A YEAR.

| NAMES. | COUNTY. | POSTOFFICE. |
|--------------------|--------------------|--------------------|
| Applegate, Mabel | <i>Logan,</i> | <i>Atlanta</i> |
| Armantrout, Carrie | <i>Vermilion,</i> | <i>Rossville</i> |
| Blair, Emily | <i>Tazewell,</i> | <i>Delavan</i> |
| Bricker, Eddeth | <i>McLean,</i> | <i>Bloomington</i> |
| Browning, Minnie | <i>Macon,</i> | <i>Elwin</i> |
| Cass, Mattie | <i>McLean,</i> | <i>Bloomington</i> |
| Clancey, Nellie | <i>McLean,</i> | <i>Bloomington</i> |
| Cogswell, Minnie | <i>Cook,</i> | <i>Evanston</i> |
| Gorbin, Lottie | <i>Bureau,</i> | <i>Bradford</i> |
| Coss, Elizabeth | <i>McLean,</i> | <i>Arrowsmith</i> |
| Davison, Florence | <i>Vermilion,</i> | <i>Rossville</i> |
| Dillon, Lettie | <i>Champaign,</i> | <i>Ludlow</i> |
| Dimmick, Sarah | <i>Jo Daviess,</i> | <i>Apple River</i> |
| Dooley, Sadie | <i>McLean,</i> | <i>Normal</i> |
| Dunlap, Bettie | <i>McLean,</i> | <i>Hudson</i> |
| Ethell, Lulu | <i>McLean,</i> | <i>Anchor</i> |
| Fortune, Mary | <i>(Missouri),</i> | <i>Sledd</i> |
| Greer, Sara | <i>Cook,</i> | <i>Evanston</i> |
| Hamilton, Ina | <i>McLean,</i> | <i>Bloomington</i> |
| Horton, Rose | <i>Fulton,</i> | <i>Summum</i> |
| James, Lizzie | <i>Tazewell,</i> | <i>Delavan</i> |
| Johnson, Amanda | <i>Bureau,</i> | <i>Buda</i> |
| Joutz, Mida | <i>McLean,</i> | <i>Lexington</i> |
| Keown, Lillian | <i>Madison,</i> | <i>Alhambra</i> |
| Lizer, Nannie | <i>Iroquois,</i> | <i>Gilman</i> |
| Lyons, Alice | <i>Bureau,</i> | <i>Arlington</i> |
| McQuaide, Anna | <i>Bureau,</i> | <i>Arlington</i> |
| Minard, Maud | <i>Livingston,</i> | <i>Long Point</i> |
| Mountjoy, Birdie | <i>Logan,</i> | <i>Atlanta</i> |
| Patterson, Maud | <i>Pike,</i> | <i>Pearl</i> |
| Oliver, Clyda | <i>Edgar,</i> | <i>Edgar</i> |
| Peters, Delia | <i>Champaign,</i> | <i>Bondville</i> |
| Price, Mabel | <i>McLean,</i> | <i>Normal</i> |
| Reed, Dora | <i>Bureau,</i> | <i>Bradford</i> |
| Reed, Grace | <i>Bureau,</i> | <i>Bradford</i> |

| NAMES. | COUNTY. | POSTOFFICE. |
|---|---------------------|-----------------------|
| Russel, Lizzie | <i>Champaign,</i> | <i>Gifford</i> |
| Schiek, Philippena | <i>St. Clair,</i> | <i>Freeburg</i> |
| Schertz, Anna | <i>Tazewell,</i> | <i>Deer Creek</i> |
| Serpette, Rosa | <i>Tazewell,</i> | <i>Deer Creek</i> |
| Shepherd, Nina | <i>Hancock,</i> | <i>Bowen</i> |
| Slow, Minnie | <i>Wayne,</i> | <i>Zif</i> |
| Smith, Mina | <i>McLean,</i> | <i>Normal</i> |
| Spriggs, Rosa | <i>Ogle,</i> | <i>Creston</i> |
| Taylor, Alice | <i>Sangamon,</i> | <i>Barclay</i> |
| Taylor, Bessie | <i>Marion,</i> | <i>Centralia</i> |
| Tibbetts, Minnie | <i>Bureau,</i> | <i>Neponset</i> |
| Walton, Zekah | <i>Hancock,</i> | <i>Bentley</i> |
| Zimmerman, Rebecca | <i>Fulton,</i> | <i>Sumnum</i> |
| | | |
| Axley, ⁵ / ₂ Flavius | <i>Monroe,</i> | <i>Merrimac Point</i> |
| Axley, Walter | <i>Monroe,</i> | <i>Merrimac Point</i> |
| Baker, Howard | <i>McLean,</i> | <i>McLean</i> |
| Bassler, Herman | <i>Macon,</i> | <i>Forsyth</i> |
| Benedict, William | <i>Kankakee,</i> | <i>Waldron</i> |
| Boulware, ⁵ / ₂ W. H. | <i>McLean,</i> | <i>Shirley</i> |
| Bryant, Frank | <i>Rock Island,</i> | <i>Port Byron</i> |
| Coplin, Charles | <i>Shelby,</i> | <i>Shelbyville</i> |
| Duncan, Charles | <i>Christian,</i> | <i>Taylorville</i> |
| Evelsizer, Charles | <i>Tazewell,</i> | <i>Deer Creek</i> |
| Epperson, Orran | <i>Edgar,</i> | <i>Hildreth</i> |
| Franzen, ¹ / ₂ Theodore | <i>Livingston,</i> | <i>Odell</i> |
| Graffis, Runnion | <i>Mason,</i> | <i>Natrona</i> |
| Jones, Bertrand | <i>Sangamon,</i> | <i>Barclay</i> |
| Houson, John | <i>(New York,)</i> | <i>Albany</i> |
| Hummel, Adam | <i>Ford,</i> | <i>Roberts</i> |
| Kniple, Egbert | <i>Virginia,</i> | <i>Arbor Hill</i> |
| Lindsey, ⁵ / ₂ William | <i>Tazewell,</i> | <i>Lilly</i> |
| Lukens, Howard | <i>Macoupin,</i> | <i>Bunker Hill</i> |
| Markland, Lucien | <i>Livingston,</i> | <i>Pontiac</i> |
| McCoy, B. F. | <i>McLean,</i> | <i>Shirley</i> |
| McCoy, W. H. | <i>McLean,</i> | <i>Shirley</i> |
| McKeehan, M. M. | <i>McLean,</i> | <i>Shirley</i> |
| McKeehan, W. J. | <i>McLean,</i> | <i>Shirley</i> |
| McKnight, Joseph | <i>McLean,</i> | <i>Norma</i> |
| Miller, Harry | <i>Warren,</i> | <i>Monmouth</i> |
| Moore, Jessie | <i>Tazewell,</i> | <i>Morton</i> |
| Myers, Charles | <i>Tazewell,</i> | <i>Bradley</i> |

| NAMES. | COUNTY. | POSTOFFICE |
|-------------------------|-------------------|--------------------|
| Perry, Ely E. | <i>Marshall,</i> | <i>Belle Plain</i> |
| Rayburn, David | <i>McLean,</i> | <i>Normal</i> |
| Reece, Winfield | <i>McLean,</i> | <i>Normal</i> |
| Rogers, E. E. | <i>(Indiana,)</i> | <i>Logansport</i> |
| Shaff, Fred | <i>Piatt,</i> | <i>Cisco</i> |
| Woltmann, Frederick | <i>Missouri,</i> | <i>Neeper</i> |
| Total Preparatory Class | - - - - - | 82 |

Grammar Grades.

TUITION, \$25 A YEAR.

| NAMES. | COUNTY. | POSTOFFICE. |
|-----------------------|-------------------|---------------------|
| Alspaugh, Mamie | <i>McLean,</i> | <i>Normal</i> |
| Boyer, Blanche | <i>McLean,</i> | <i>Normal</i> |
| Broadhead, Lemma | <i>McLean,</i> | <i>Normal</i> |
| Carson, Stella | <i>(Kansas),</i> | <i>Dodge City</i> |
| Champion, Marie | <i>McLean,</i> | <i>Normal</i> |
| Chrisman, Anna | <i>McLean,</i> | <i>Normal</i> |
| Dekins, Myrtle | <i>McLean,</i> | <i>Normal</i> |
| Eaton, May | <i>McLean,</i> | <i>Normal</i> |
| Evans, Mayme | <i>McLean,</i> | <i>Bloomington</i> |
| Gardner, Ruth | <i>McLean,</i> | <i>Normal</i> |
| Garver, Willia | <i>McLean,</i> | <i>Bloomington</i> |
| Graves, Vega | <i>McLean,</i> | <i>Bloomington</i> |
| Gregory, Emma | <i>McLean,</i> | <i>Normal</i> |
| Gregory, Lydia | <i>Peoria,</i> | <i>Trivoli</i> |
| Griggs, Adah | <i>McLean,</i> | <i>Normal</i> |
| Harlow, Frances | <i>Morgan,</i> | <i>Jacksonville</i> |
| Irwin, Pearl | <i>McLean,</i> | <i>Bloomington</i> |
| Jackson, Virginia | <i>McLean,</i> | <i>Normal</i> |
| Johnston, Sylvia | <i>McLean,</i> | <i>Hudson</i> |
| Kirkpatrick, Gertrude | <i>McLean,</i> | <i>Normal</i> |
| Levy, Birdie | <i>McLean,</i> | <i>Bloomington</i> |
| Little, Mollie | <i>McLean,</i> | <i>Normal</i> |
| Lloyd, Helen | <i>McLean,</i> | <i>Bloomington</i> |
| Mammen, Vera | <i>McLean,</i> | <i>Bloomington</i> |
| McKinney, Bernice | <i>Christian,</i> | <i>Assumption</i> |
| McKinney, Mildred | <i>Christian,</i> | <i>Assumption</i> |
| Porter, Etta | <i>McLean,</i> | <i>Normal</i> |
| Poulton, Minnie | <i>McLean,</i> | <i>Bloomington</i> |
| Renshaw, Jennie | <i>Fulton,</i> | <i>Table Grove</i> |
| Richards, Florence | <i>McLean,</i> | <i>Normal</i> |
| Roder, Mattie | <i>McLean,</i> | <i>Normal</i> |
| Rowell, Laura | <i>McLean,</i> | <i>Bloomington</i> |
| Sale, Eva | <i>McLean,</i> | <i>Normal</i> |
| Schofield, Rose | <i>McLean,</i> | <i>Normal</i> |
| Shinkle, Alice | <i>McLean,</i> | <i>Normal</i> |

| NAMES | COUNTY. | POSTOFFICE. |
|--------------------|------------------|----------------------|
| Slonneger, Bertha | <i>Tazewell,</i> | <i>Cooper</i> |
| Snow, Cora | <i>McLean,</i> | <i>Normal</i> |
| Snow, Vera | <i>McLean,</i> | <i>Normal</i> |
| Snyder, Adah | <i>Bureau,</i> | <i>Dover</i> |
| Stapleton, Bernice | <i>McLean,</i> | <i>Bloomington</i> |
| Vandervoort, Lelia | <i>McLean,</i> | <i>Normal</i> |
| Warnock, Ethel | <i>Cook,</i> | <i>Chicago</i> |
| Weldon, Maggie | <i>McLean,</i> | <i>Normal</i> |
| Wells, Pearl | <i>McLean,</i> | <i>Normal</i> |
| Whiteford, Nellie | <i>Mason,</i> | <i>Manito</i> |
| Aldrich, John | <i>McLean,</i> | <i>Normal</i> |
| Augustus Scott | <i>McLean,</i> | <i>Bloomington</i> |
| Baker, Clarence | <i>Shelby,</i> | <i>Prairie Home</i> |
| Bane, Ira | <i>McLean,</i> | <i>Normal</i> |
| Biggs, Willie | <i>McLean,</i> | <i>Normal</i> |
| Brown, Arlo | <i>McLean,</i> | <i>Normal</i> |
| Burt, Asher | <i>McLean,</i> | <i>Normal</i> |
| Butterworth, Frank | <i>McLean,</i> | <i>Bloomington</i> |
| Buxton, Louis | <i>Mason,</i> | <i>San Jose</i> |
| Capen, Bernard | <i>McLean,</i> | <i>Bloomington</i> |
| Carlock, Bruce | <i>McLean,</i> | <i>Normal</i> |
| Cation, John | <i>Knox,</i> | <i>Williamsfield</i> |
| Coates, Lester | <i>McLean,</i> | <i>Bloomington</i> |
| Coen, John | <i>McLean,</i> | <i>Normal</i> |
| Cooper, William | <i>McLean,</i> | <i>Normal</i> |
| DeMange, Ralph | <i>McLean,</i> | <i>Bloomington</i> |
| Dillon, Ray | <i>McLean,</i> | <i>Normal</i> |
| Douglas, Vaughn | <i>McLean,</i> | <i>Shirley</i> |
| Eaton, Charles | <i>McLean,</i> | <i>Normal</i> |
| Elliott, Merton | <i>McLean,</i> | <i>Normal</i> |
| Evans, Mark | <i>McLean,</i> | <i>Bloomington</i> |
| Eyestone, Jay | <i>McLean,</i> | <i>Normal</i> |
| Frink, Corydon | <i>McLean,</i> | <i>Normal</i> |
| Frink, Harry | <i>McLean,</i> | <i>Normal</i> |
| Fry, Robert | <i>McLean,</i> | <i>Bloomington</i> |
| Gantz, Irwin | <i>McLean,</i> | <i>Bloomington</i> |
| Gapen, Lowell | <i>McLean,</i> | <i>Normal</i> |
| Graham, Harlowe | <i>McLean,</i> | <i>Bloomington</i> |
| Green, Marvin | <i>McLean,</i> | <i>Bloomington</i> |
| Greenough, Charles | <i>McLean,</i> | <i>Yuton</i> |
| Gregory, Frank | <i>Peoria,</i> | <i>Trivoli</i> |

| NAMES. | COUNTY. | POSTOFFICE |
|----------------------|--------------------|--------------------|
| Griesheim, Myron | <i>McLean,</i> | <i>Bloomington</i> |
| Griggs, Horace | <i>McLean,</i> | <i>Normal</i> |
| Hatch, Hayes | <i>Lee,</i> | <i>Sublette</i> |
| Hazel, Stephen | <i>McLean,</i> | <i>Bloomington</i> |
| Herington, George | <i>McLean,</i> | <i>Normal</i> |
| Hetfield, Reed | <i>McLean,</i> | <i>Normal</i> |
| Hilyard, Horace | <i>Monroe,</i> | <i>Waterloo</i> |
| Holland, Charles | <i>McLean,</i> | <i>Bloomington</i> |
| Howell, Frank | <i>McLean,</i> | <i>Bloomington</i> |
| Hubbard, Leland | <i>McLean,</i> | <i>Bloomington</i> |
| Humphrey, James | <i>McLean,</i> | <i>Normal</i> |
| Jackman, Oscar | <i>McLean,</i> | <i>Bloomington</i> |
| Johnson, Homer | <i>McLean,</i> | <i>Bloomington</i> |
| Johnson, Walter | <i>McLean,</i> | <i>Normal</i> |
| Johnston, Charlie | <i>McLean,</i> | <i>Hudson</i> |
| Kent, Royal | <i>McLean,</i> | <i>Normal</i> |
| Lillard, Thomas | <i>McLean,</i> | <i>Bloomington</i> |
| Louden, Everett | <i>Clinton,</i> | <i>Trenton</i> |
| Mammen, Harry | <i>McLean,</i> | <i>Bloomington</i> |
| McCormick, Henry | <i>McLean,</i> | <i>Normal</i> |
| McKnight, Joseph | <i>McLean,</i> | <i>Normal</i> |
| Means, Arthur | <i>McLean,</i> | <i>Bloomington</i> |
| Means, Joseph | <i>McLean,</i> | <i>Bloomington</i> |
| Miller, Hugh | <i>McLean,</i> | <i>Normal</i> |
| Mize, Wilbur | <i>Madison,</i> | <i>Manix</i> |
| Mohr, Willie | <i>McLean,</i> | <i>Bloomington</i> |
| Moon, Byron | <i>McLean,</i> | <i>Normal</i> |
| Morgan, Richard | <i>McLean,</i> | <i>Bloomington</i> |
| Neal, Ernest | <i>Cumberland,</i> | <i>Diona</i> |
| Northrup, Fred | <i>McLean,</i> | <i>Bloenington</i> |
| Patterson, Willie | <i>McLean,</i> | <i>Bloomington</i> |
| Querrey, Roy | <i>Macon,</i> | <i>Argenta</i> |
| Reece, Winfield | <i>McLean,</i> | <i>Normal</i> |
| Richards, Edward | <i>McLean,</i> | <i>Bloomington</i> |
| Roney, James | <i>McLean,</i> | <i>Bloomington</i> |
| Sage, Chester | <i>McLean,</i> | <i>Normal</i> |
| Segenfelter, Charles | <i>(Kentucky),</i> | <i>Paducah</i> |
| Shinkle, Vincent | <i>McLean,</i> | <i>Normal</i> |
| Smith, Ward | <i>McLean,</i> | <i>Bloomington</i> |
| Stewart, Roy | <i>McLean,</i> | <i>Bloomington</i> |
| Tanner, Loyd | <i>McLean,</i> | <i>Normal</i> |
| Taylor, Albert | <i>McLean,</i> | <i>Normal</i> |

| NAMES. | COUNTY | POSTOFFICE. |
|-----------------|----------------|--------------------|
| Taylor, Martin | <i>McLean,</i> | <i>Bloomington</i> |
| West, Marcus | <i>McLean,</i> | <i>Arrowsmith</i> |
| Wilson, George | <i>McLean,</i> | <i>Normal</i> |
| Wright, Charlie | <i>McLean,</i> | <i>Normal</i> |

SUMMARY.

[illegible]

First Intermediate.

TUITION, \$15 A YEAR.

Alexander, Edna
 Bell, Anna
 Boudeman, Cora
 Brown, Elta
 Carson, Nora
 Clark, Chloe
 Clough, May
 Coen, Nellie
 Coith, Clara
 Coith, Edna
 Courtright, Ada
 Courtright, Ruth
 Crigler, Nina
 Crooks, Lucy
 Dillon, Bessie
 Fish, Edith
 Gregory, Louis
 Hiatt, Lela
 Huffington, Conie
 Johnson, Ambel
 Johnson, Nora
 Knott, Gracie
 Lutz, Mabel
 Mace, Ruth
 McNeil, Grace
 Malone, Alice
 Marks, Ethel
 Marks, Maud
 Morey, Mabel
 Read, Hazel
 Sellers, Fleta
 Smith, Helen
 Teerney, Mamie

Alexander, Archie
 Bedinger, Franklin
 Bricker, Norman
 Bright, Reuben
 Briney, Roy
 Craig, Fred
 Crist, Jay
 Denton, Earl
 Elliott, Herman
 Gardner, Harold
 Gregory, Herbert
 Hetfield, Miller
 Higgins, Norton
 Hollingsworth, Earl
 Howard, Archie
 Huffington, Orion
 Jackson, Leigh
 Johnson, Ebert
 Kennedy, Allen
 Kirkpatrick, Charles
 Kuhn, Louie
 Lindblad, Arthur
 Lindblad, Edwards
 Lord, Emery
 Moon, Alonzo
 Morsman, James
 Poulten, Charles
 Railsback, Fay
 Savage, Ernest
 Schad, Stuart
 Stansbury, Leslie
 Stuart, John
 Walker, John
 Walrad, John
 Weinhart, Charlie

Total, - - - - - 68

Second Intermediate.

TUITION, \$15 A YEAR.

Allspaugh, Mamie
 Boyer, Blanche
 Boyer, Ethel
 Bright, Fannie
 Broadhead, Lemma
 Brown, Grace
 Buck, Mary
 Coen, Maggie
 Colvin, Maud
 Courtright, Clara
 Gray, Lizzie
 Guthrie, Leila
 Hiatt, Ola
 Howell, Louie
 Jackson, Virginia
 Johnston, Edna
 Keady, Maggie
 Malone, Clara
 Malone, Louise
 Miller, Alta
 Miller, Lulu
 Milliken, Ora
 Poulten, Winnie
 Proctor, Norma
 Richards, Sara
 Roder, Mattie
 Rosenberry, Ethel
 Smith, Marian
 Smitson, Laura
 Snow, Vera
 Stanger, Montana
 Thompson, Ethel
 Walker, Bertha
 Wickizer, May

Beadle, Homer
 Biggs, Willie
 Brown, Arlow
 Browning, Adlai
 Burt, Asher
 Carlock, Bruce
 Crigler, Clute
 Dick, Carl
 Dick, Fred
 Elliott, Merton
 Evans, Mark
 Gantz, Irvin
 Graves, Charles
 Harlow, Ernest
 Hibler, Herbert
 Higgins, Bertie
 Hutchins, Elberon
 Kent, Royal
 Lord, Guy
 McCord, Freeman
 Marker, Fred
 Miller, Hugh
 Morsman, Fred
 Patterson, Claude
 Patterson, Willie
 Reeves, Huston
 Sage, Chester
 Stuart, Ralph
 Stubblefield, David
 Tanner, Loyd
 Thorp, Charlie
 Vencill, Albert
 Weldon, James
 Wentz, Roy
 Wright, Charles
 Wrigley, Harry
 Witwer, Leroy

Allen, Jay
 Beadle, Elbert

Total, 73

Primary Department.

Alspaugh, Willa
Augustine, Myrtle
Benbrook, Leah
Baylor, Lelia
Baylor, Pearl
Carson, Ida
Chrisman, Nellie
Clark, Chloe
Craig, Edith
Denton, Florence
Felmley, Ruth
Ferguson, Blanche
Fields, Cornelia
Fields, Wray
Fish, Evelyn
Freeland, May
Frost, Ina
Gerber, Chloe
Guthrie, Bernardine
Hagerty, Alice
Harley, Iva
Harlow, Catherine
Hibler, Bruce
Huffington, Grace
Johnson, Carrie
Kennedy, Merle
King, Fern
Lord, Mamie
Malone, Eula
Martin, Jennie
Miller, Nellie
Morey, Nellie
Morse, Marguerite
Myers, Irene
Osborne, Stella
Perry, Barza

Railsback, Marie
Railsback, Mary
Schad, Irma
Schneider, Henrietta
Smith, Alice
Smitson, Nellie
Snyder, Grace
Taylor, Ocela
Thorp, Anna
Thorp, Lucy
Trimmer, Ruby
Vencil, Lulu
Wheeler, Jessie

Bell, Fred
Beckwith, Harry
Bence, Walter
Bliss, George
Bowman, Leverett
Briggs, Bennie
Briney, Harley
Broadhead, Charles
Bunn, Isa
Burwell, Clyde
Clements, Jay
Coith, Alvin
Colton, James
Courtright, Harry
Crigler, Burr
Dodge, Roy
Duff, Walker
Ferguson, Claude
Frost, Walter
Gerber, Ralph
Gipson, Ralph
Griggs, Gresham

Harlow, Lee
Hollingsworth, Roy
Jackson, Lester
Kettering, Raymond
Killion, Learned
Kuhn, Fred
Kuhn, Waldo
Leighton, Norman
Lindblad, Nelson
Loehr, William
Mace, Lamar
Madden, Fred
Mills, Claire
Mitchell, Willard

Patterson, Stephen
Pierson, Elmer
Reed, Wayne
Reeves, Elton
Reeves, Thornton
Riley, Dean
Rolls, Karl
Rosenberry, Earl
Schad, William
Shinkle, Eddie
Shirk, William
Stoltze, Karl
Trimmer, Merle

Summary.

| | | | | | | |
|------------------------------------|---|---------------------|---|---|---|------|
| Normal Department | - | - | - | - | - | 721 |
| Institute, May 27—June 14 | - | - | - | - | - | 108 |
| Model Department | { | High School | - | - | - | 187 |
| | { | Grammar School | - | - | - | 202 |
| | { | Intermediate School | - | - | - | 141 |
| | { | Primary School | - | - | - | 98 |
| Total in Model Department | - | - | - | - | - | 628 |
| Grand Total in Normal University | | | - | - | - | 1451 |
| Deduct names counted twice | | | - | - | - | 75 |
| Whole number of different Students | | | - | - | - | 1372 |

The Institute.

The Annual Institute began on May 27 and ended on June 14. The following program shows the work offered:

- 8-8:45. Philosophy of Education. Methods in Language for Lower Grades. Methods in Geography. Botany. Algebra (Fractions). Geography (Mississippi Basin).
- 8:45-9:30. Study of Pestalozzi and Fröbel. History (Civil War). Reading. Algebra (Quadratics). Critical study of Class Exercises.
- 9:30-10:15. Geography (Atlantic Slope). Botany. Arithmetic (Fractions). English Literature (Coleridge and Emerson, H. M. & Co.'s Modern Classics, No. 7 and No. 2). Methods in Language for Grammar Grades.
- 10:25-11:10. Physical Geography (Physical Contrasts in Asia-Europe, with Effects on Character of Civilization). Geometry (Spherical). Chemistry (will begin a new group). Reading. Arithmetic (Percentage). Methods in Language for Lower Grades. History of United States (Civil War).
- 11:10-11:55. Physical Geography (same as previous hour). Geometry (Spherical). Chemistry (same as above). Methods in Language for Grammar Grades. Geography (Europe). Arithmetic (Fractions). Reading. Penmanship.
- 11:55-12:40. School Law. Formal Steps in Instruction. English Literature (same as above). Geography (Europe). Penmanship.
- There were classes also in beginning Latin, Cæsar, Cicero, Vergil, and Livy; in Greek, in Xenophon, Herodotus, and Homer; and in German, in first and second year's work.

In addition to the above, a series of lectures was given in each of the following subjects:

- 8-8:45. Wordsworth, Addison, George Eliot; five lectures on each. Miss Colby.
- 8:45-9:30. General Management (10); Methods in Number (5). Mr. Felmley.
- 9:30-10:15. Physical Training in Connection with Reading Work. Miss Lucas. Selection and Treatment of Topics in Recitation (10); Hygiene of the School-room (5). Mr. Van Liew.
- 10:25-11:10. Nature Study Below the High School. Mr. Colton.
- 11:10-11:50. The Feelings (10); The Will (5). Mr. Cook.
- 11:55-12:40. Material and Methods in Geography and History. Mr. McCormick.

- 2-2:45. The Making of School Programs. Mr. McMurry. Laboratory
 Work in Chemistry and Physics for Grammar Grades. Mr. Brown.
 2:45-3:30. Literature and Science in Primary and Grammar Grades. Mr.
 McMurry.
 3:30-4. The Formation and Use of School Libraries. Miss Milner.

THE DRAWING DEPARTMENT.

1. Illustrative drawing: (a) Blackboard work. (b) In connection with the science and Literature in the Grades.
2. Lectures, supplemented with drawings: (a) Constructive drawing and making. (b) Perspective and object drawing.
3. Discussion of the theory of color and color instruction.

ROUND TABLE CONFERENCES.

I.

- May 27—Collection of Natural History Material.
 June 3—Sequence of Topics in Nature Study.
 June 10—Method of Conducting Nature Study.

MR. COLTON, Leader.

II.

- May 28—Typical Lessons in Geography.
 June 4—Matter and Purpose of Home Geography.
 June 11—Civics Below the High School.

MR. MCCORMICK, Leader.

III.

- May 29—Value of the Classic Myth for Lower Grades.
 June 5—Fairy Tales in Lower Grades.
 June 12—Robinson Crusoe.

MR. McMURRY, Leader.

IV.

- May 30—Child Study.
 June 6—Child Study.
 June 13—Child Study.

MR. VAN LIEW, Leader.

V.

- May 31—Culture Epochs.
 June 7—Concentration.
 June 14—Parents' Meetings.

MR. McMURRY, Leader.

The following Resolutions were adopted by the Institute.

WHEREAS, The President and Faculty of the I. S. N. U. have kindly opened the door of the institution to the teachers of the state in a three

week's Institute, and have arranged their class work and lectures for our convenience and benefit, and

WHEREAS, They have given us access to the Library, Museum, and other equipments of the Institution, and permitted us to visit the Model School, and aided us in observing the excellent work done there,

Resolved, That we express our high appreciation, of the advantages thus afforded and extend our sincere thanks for the same.

Resolved, That in partial return for these favors we will adopt the excellent methods here shown as far as practicable in our future work.

Resolved, That feeling the need of better qualified teachers and believing this Institute and the one previously held, have done much in this cause, we earnestly desire its continuance.

Resolved, That a copy of these Resolutions be presented to the Faculty, and to the local press for early publication.

Com. { E. F. COLWELL,
SARAH J. PORTER,
MARY W. MERRIAM.

The following persons were in attendance:

| NAMES. | POSTOFFICE. |
|--------------------------|---------------------------|
| Aiken, Fannie | (<i>Tennessee.</i>) |
| Armstrong, Fannie | <i>Hoopeston.</i> |
| Berglund, Esther | <i>Moline.</i> |
| Berryman, Nettie L. | <i>Arrowsmith.</i> |
| Bigham, Emma J. | <i>Centralia.</i> |
| Brando, Kate | <i>Granville.</i> |
| Brown, Ida May | <i>Normal.</i> |
| Buckingham, Myrtle | <i>Potomac.</i> |
| Burch, Jessie | <i>Rock Island.</i> |
| Burch, Nellie | <i>Rock Island.</i> |
| Capron, Hattie | <i>Assumption.</i> |
| Carpenter, Charlotte | <i>Dixon.</i> |
| Carpenter, Emma | <i>Dixon.</i> |
| Clark, Sarah | <i>Helena, (Ark.)</i> |
| Clifton, Nora | <i>Hoopeston.</i> |
| Coldwell, Jessie | <i>Chillicothe.</i> |
| Compton, Mrs Alice D. F. | <i>Normal.</i> |
| Cooley, May A. | <i>Arlington Heights.</i> |
| Cooper, Maude | <i>Edinburg.</i> |
| Cope, Clara | <i>Streator.</i> |
| Craig, Phoebe | <i>Centralia.</i> |
| Crossland, Emma | <i>Bowen.</i> |
| Dalton, Mary | <i>Hoopeston.</i> |
| Davis, Jeanette | <i>Pana.</i> |

NAMES.

Doud, Mattie
Duly, Ina
Dysart, Lucy
Emerson, May
Emery, Fannie
Fendt, Louie
Fowler, Tillie A.
Goudy, Isabella F.
Graham, Blanche
Hammers, Lillian
Harned, Mary C.
Havighorst, Flora
Heaton, Mrs. Kate
Hussey, Anna
Jackson, Maggie
Jarrett, Agnes
Kehlenbach, Bertha
Keller, Hattie
Lampe, Margaret H. J.
Liggitt, Margaret E.
McCleary, Murtle
McClure, Ruth
McCoy, Lesie L.
McCracken, Onie
McGrew, Hattie Marston
McMaster, Edith
Mann, Ann
Massie, Beatrice
Merriam, Mary W.
Merryman, May Ruth
Meyer, Anna
Milliser, Mrs. Belle
Mills, Flora
Morris, May
Nelson, Anna
Nelson, Lillian
Pike, Effie
Porter, Sarah J.
Riefenberg, Katherine
Riggin, Mattie
Schaeffer, M. E. Medora
Sims, Lulu

POSTOFFICE.

Elvaston.
Hoopeston.
Granville.
Keithsburg.
Assumption.
Hoopeston.
Centralia.
Bloomington.
Carmi.
Champaign.
Secor.
Havana.
Beaver Creek.
Williamsville.
Towanda.
Quincy.
Chillicothe.
Pontiac.
Bloomington.
Gibson City.
Granville.
Bloomington.
Golconda.
Pana.
Hoopeston
Quincy.
Hoopeston.
Magnolia.
Atlanta.
Cairo.
Peru.
Normal.
Clear Creek.
Dwight.
Peru.
Champaign.
Normal.
Chebanse.
Carlinville.
Troy.
Bloomington.
Wyoming.

NAMES.

POSTOFFICE.

Smart, Gertrude
 Stetzler, Emma
 Stoutenburg, Lura
 Stoutenburg, Olive
 Tolan, Mrs. E.
 Town, Anna
 Travis, Belle
 Trimble, M. Lillian
 Triplett, Louise
 Tunnell, Susan Jane
 Wakefield, Kate
 Walgreen, Linda
 Wasson, Lula
 Watt, May
 Waugh, Rosa
 Weeks, Sarah A.
 Wescott, Ella
 Wharton, Mrs. F.
 Wierman, Sue
 Woltman, Catharine
 Zenor, Mary

 Baker, B. P.
 Burner, S. A.
 Colvin, Albert
 Colwell, E. F.
 Daniel, S. B.
 Dennis, C. A.
 Flannigan, M. L.
 Hawthorne, W. F.
 Hill, Harry O.
 McMurtry, Ira B.
 Manchester, H. H.
 Miner, William
 Morse, George
 Pike, Curtis F.
 Pletsch, John
 Rhodes, N. E.
 Richardson, Frances M.
 Treackle, Arthur
 VanDervoort, H. N.
 Waters, A. E.
 Wescott, W. H.
 Total,

Payson.
Duncan.
Normal.
Normal
Girard.
Havana.
Normal.
Tremont.
Magnolia.
Thomasville.
San Jose.
Dixon.
Magnolia.
Moline.
Dixon.
Arlington Heights
Potomac.
Farmer City.
Mt. Palatine.
San Jose.
Oxbow.

Downs.
Normal.
Normal.
Illioopolis.
Caseyville.
Minier.
Potomac.
Granville.
Edinburg.
Normal.
Farmer City.
Pana.
Henry.
Peoria.
Granville.
Mason City.
Fairbury.
(Missouri.)
Ellsworth.
Ashmore.
Granville.

Supplementary Statement.

At the meeting of the Board of Education, on June 19, the High School Department of this institution was discontinued. Special courses will be offered in the Normal Department to suitably prepared applicants who do not desire our regular work. Tuition will be expected, ordinarily, in such cases, but details can be arranged by correspondence with the President. The following course has been added to the work of the Normal School. Students now have an opportunity to select from four courses: A two-years course, a three-years course, a four-years course, and a special course. Tuition is free in all of these courses except the last, and may be even in that. Special opportunities will be offered to graduates of reputable colleges and to other persons of superior scholarship.

FOUR-YEARS COURSE.

| | FIRST TERM. | SECOND TERM. | THIRD TERM. |
|--------------|---|---|--|
| FIRST YEAR. | Latin, Grammar and Reader. Reading. Arithmetic. Elements of Pedagogy. (2 hours a week.) | Latin, Grammar. English Grammar. Geography. Pedagogy. | Eutropius, 4 weeks. Cæsar, 8 weeks. U. S. History. Algebra. Pedagogy. |
| SECOND YEAR. | Cæsar. (Sight, Eutropius). Algebra. Zoology. Elementary Psychology. | Cæsar. Rhetoric. Physiology. Practice Teaching. | Cicero. Literature. Botany or Physical Geography. Practice Teaching. |
| THIRD YEAR. | Cicero. (Sight, Nepos), or Science. Civics or English Literature. German or Greek. Practice Teaching. | Ovid. (Sight, Nepos) or Science German or Greek. Geometry. Ancient History. | Vergil, or Science. German or Greek. Geometry. Practice Teaching. |
| FOURTH YEAR. | Vergil, 8 weeks, Horace, 4 weeks; or Astronomy. Mediæval History, or German or Greek. Physics. Psychology. | Livy or Astronomy. Physics, German or Greek. Shakespeare and Themes. Psychology. | Chemistry, German or Greek. Political Economy. Philosophy of Education. Observation and criticism of class exercises in grades below the High School. |

Drawing will alternate successively with regular studies so as to give two exercises each week for first two years.

Pupils will be required to have daily exercises in orthography if found especially deficient in that branch.

Penmanship and vocal music will be provided for in the first year in method work. Any of the above work may be passed by satisfactory examination.

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